

1993

Transformational leadership organizational culture and employee job satisfaction within the Canadian YMCA organizations.

Michael Anthony. Wallace
University of Windsor

Follow this and additional works at: <http://scholar.uwindsor.ca/etd>

Recommended Citation

Wallace, Michael Anthony, "Transformational leadership organizational culture and employee job satisfaction within the Canadian YMCA organizations." (1993). *Electronic Theses and Dissertations*. Paper 4418.

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file *Votre référence*

Our file *Notre référence*

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

TRANSFORMATIONAL LEADERSHIP
ORGANIZATIONAL CULTURE AND
EMPLOYEE JOB SATISFACTION
WITHIN THE
CANADIAN Y.M.C.A. ORGANIZATIONS

by

Michael Anthony Wallace

A Thesis
submitted to the Faculty of Graduate Studies
through the Department
of Kinesiology in partial fulfillment
of the requirements for the Degree
of Master of Human Kinetics at
the University of Windsor

Windsor, Ontario, Canada

1993



National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file *Votre référence*

Our file *Notre référence*

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-83033-6

Canada

Name _____

Dissertation Abstracts International is arranged by broad, general subject categories. Please select the one subject which most nearly describes the content of your dissertation. Enter the corresponding four-digit code in the spaces provided.

0338 U.M.I.
SUBJECT CODE

SUBJECT TERM

Subject Categories

THE HUMANITIES AND SOCIAL SCIENCES

COMMUNICATIONS AND THE ARTS

Architecture 0729
Art History 0377
Cinema 0900
Dance 0378
Fine Arts 0357
Information Science 0723
Journalism 0391
Library Science 0399
Mass Communications 0708
Music 0413
Speech Communication 0459
Theater 0465

EDUCATION

General 0515
Administration 0514
Adult and Continuing 0516
Agricultural 0517
Art 0273
Bilingual and Multicultural 0282
Business 0688
Community College 0275
Curriculum and Instruction 0727
Early Childhood 0518
Elementary 0524
Finance 0277
Guidance and Counseling 0519
Health 0680
Higher 0745
History of 0520
Home Economics 0278
Industrial 0521
Languages and Literature 0279
Mathematics 0280
Music 0522
Philosophy of 0998
Physical 0523

Psychology 0525
Reading 0535
Religious 0527
Sciences 0714
Secondary 0533
Social Sciences 0534
Sociology of 0340
Special 0529
Teacher Training 0530
Technology 0710
Tests and Measurements 0288
Vocational 0747

LANGUAGE, LITERATURE AND LINGUISTICS

Language 0679
Ancient 0289
Linguistics 0290
Modern 0291
Literature 0401
General 0294
Classical 0294
Comparative 0295
Medieval 0297
Modern 0298
African 0316
American 0591
Asian 0305
Canadian (English) 0352
Canadian (French) 0355
English 0593
Germanic 0311
Latin American 0312
Middle Eastern 0315
Romance 0313
Slavic and East European 0314

PHILOSOPHY, RELIGION AND THEOLOGY

Philosophy 0422
Religion 0318
General 0321
Biblical Studies 0319
Clergy 0320
History of 0322
Philosophy of 0469
Theology 0323

SOCIAL SCIENCES

American Studies 0323
Anthropology 0324
Archaeology 0326
Cultural 0327
Physical 0310
Business Administration 0272
General 0770
Accounting 0454
Banking 0338
Management 0385
Marketing 0501
Canadian Studies 0503
Economics 0505
General 0508
Agricultural 0509
Commerce-Business 0510
Finance 0511
History 0358
Labor 0366
Theory 0351
Folklore 0351
Geography 0351
Gerontology 0578
History 0578
General 0578

Ancient 0579
Medieval 0581
Modern 0582
Black 0328
African 0331
Asia, Australia and Oceania 0332
Canadian 0334
European 0335
Latin American 0336
Middle Eastern 0333
United States 0337
History of Science 0585
Law 0398
Political Science 0615
General 0616
International Law and Relations 0617
Public Administration 0814
Recreation 0452
Social Work 0626
Sociology 0627
General 0938
Criminology and Penology 0631
Demography 0628
Ethnic and Racial Studies 0629
Individual and Family Studies 0630
Industrial and Labor Relations 0629
Public and Social Welfare 0700
Social Structure and Development 0344
Theory and Methods 0709
Transportation 0999
Urban and Regional Planning 0453
Women's Studies 0453

THE SCIENCES AND ENGINEERING

BIOLOGICAL SCIENCES

Agriculture 0473
General 0285
Agronomy 0475
Animal Culture and Nutrition 0476
Animal Pathology 0359
Food Science and Technology 0478
Forestry and Wildlife 0479
Plant Culture 0480
Plant Pathology 0817
Plant Physiology 0777
Range Management 0746
Wood Technology 0306
Biology 0287
General 0308
Anatomy 0309
Biostatistics 0379
Botany 0329
Cnll 0353
Ecology 0369
Entomology 0793
Genetics 0410
Limnology 0307
Microbiology 0317
Molecular 0416
Neuroscience 0433
Oceanography 0821
Physiology 0778
Radiation 0472
Veterinary Science 0786
Zoology 0760
Biophysics 0425
General 0996
Medical 0996

Geodesy 0370
Geology 0372
Geophysics 0373
Hydrology 0388
Mineralogy 0411
Paleobotany 0345
Paleoecology 0426
Paleontology 0418
Paleozoology 0985
Palynology 0427
Physical Geography 0368
Physical Oceanography 0415

HEALTH AND ENVIRONMENTAL SCIENCES

Environmental Sciences 0768
Health Sciences 0566
General 0300
Audiology 0992
Chemotherapy 0567
Dentistry 0350
Education 0769
Hospital Management 0758
Human Development 0982
Immunology 0564
Medicine and Surgery 0347
Mental Health 0569
Nursing 0570
Nutrition 0380
Obstetrics and Gynecology 0354
Occupational Health and Therapy 0381
Ophthalmology 0571
Pathology 0419
Pharmacology 0572
Pharmacy 0382
Physical Therapy 0573
Public Health 0574
Radiology 0575
Recreation 0575

Speech Pathology 0460
Toxicology 0383
Home Economics 0386

PHYSICAL SCIENCES

Pure Sciences 0485
Chemistry 0749
General 0486
Agricultural 0487
Analytical 0488
Biochemistry 0738
Inorganic 0490
Nuclear 0491
Organic 0494
Pharmaceutical 0495
Physical 0754
Polymer 0405
Radiation 0605
Mathematics 0986
Physics 0606
General 0608
Acoustics 0748
Astronomy and Astrophysics 0607
Atmospheric Science 0798
Atomic 0759
Electronics and Electricity 0609
Elementary Particles and High Energy 0610
Fluid and Plasma 0752
Molecular 0611
Nuclear 0463
Optics 0346
Radiation 0984
Solid State 0984
Statistics 0984
Applied Sciences 0984
Applied Mechanics 0984
Computer Science 0984

Engineering 0537
General 0538
Aerospace 0539
Agricultural 0540
Automotive 0541
Biomedical 0542
Chemical 0543
Civil 0544
Electronics and Electrical 0348
Heat and Thermodynamics 0545
Hydraulic 0546
Industrial 0547
Marine 0794
Materials Science 0548
Mechanical 0743
Metallurgy 0551
Mining 0552
Nuclear 0549
Packaging 0765
Petroleum 0554
Sanitary and Municipal 0790
System Science 0428
Geotechnology 0796
Operations Research 0795
Plastics Technology 0794
Textile Technology 0794

PSYCHOLOGY

General 0621
Behavioral 0384
Clinical 0622
Developmental 0620
Experimental 0623
Industrial 0624
Personality 0625
Physiological 0989
Psychobiology 0349
Psychometrics 0632
Social 0451



Michael A. Wallace
©-----1993
All Rights Reserved

Abstract

The purpose of this exploratory study was to examine Canadian YMCA organizations to determine if linkages exist between transformational leadership, organizational culture and job satisfaction. All 69 organizations throughout Canada were included in this study.

The researcher concluded from the use of a multivariate analysis of variance (MANOVA) statistical procedure that a significant difference between high and low transformational leadership was found based on the following organizational culture variables; (a) total organizational culture, (b) managing change, (c) achieving goals, (d) coordinated teamwork and (e) customer orientation. The findings of this study are consistent with the acclaimed work of Bennis & Nanus, (1985) Sashkin, (1986) Schein, (1990) and Tichy & Devanna, (1986). No results were computed for the culture strength variable due to low reliability measures.

The researcher was unable to uncover a significant difference between high and low transformational leadership groups based on the employee satisfaction variable. The implications of these results may offer suggestions to practicing leaders in sport and recreation administration settings.

To Laura

whose love and understanding make things achievable

ACKNOWLEDGEMENTS

I would like to thank my family for their love and support throughout the years, without which my University education would have never been achieved.

My advisor, Dr. Jim Weese has shown me great leadership and patience over the duration of this project. Dr. Weese has shown me the incredible results of positive thinking even when at the time things did not seem positive at all. I have learned a great deal from him and feel privileged to have had the opportunity to work with him.

Dr. Gordon Olafson who served on my committee has not only contributed great knowledge and insight into this project, but has over the last three years challenged me to attain goals I never thought possible.

I would also like to acknowledge the valuable contributions of my other committee members Dr. William Halett and Dr. James Thacker who contributed considerable time and insight in this study.

I am indebted to the YMCAs of Canada who provided me with the data which enabled me to complete this project and the YMCAs of Detroit Michigan who provided me with pilot study data. Thank you all very much for your support.

As well, I've been fortunate to marry into a caring and loving family that has supported me throughout this endeavor. My gratitude is extended to the entire Timbrell family.

Throughout the years I have been fortunate enough to develop many friendships, these people have all contributed to the achievement of this goal through their support and caring.

With out question the one person who makes this and all other projects possible is my wonderful wife Laura. Her willingness to put in extra hours at the hospital to finance this project, and still be able find time to lend an understanding ear when the project became more than I could stand are testimony to the loving person that she is. She is truly one of a kind.

Thank you all.

TABLE OF CONTENTS

ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES	x
LIST OF APPENDICES	xi

<u>CHAPTER</u>	<u>PAGE</u>
I. LEADERSHIP BACKGROUND	1
Statement of the Problem	2
Importance of the Study	3
Definition of Terms and Measures	6
Limitations of the Study	9
Delimitations of the Study	10
II. REVIEW OF LITERATURE	11
TRANSFORMATIONAL LEADERSHIP	11
Leader - Manager Controversy	11
Transformational Leadership Theories	13
Empirical Findings	27
Conflicting Views	30
ORGANIZATIONAL CULTURE	32
Defining Culture	32
Organizational Climate and Culture	35
Organizational Culture and Change	37
The Leader in Managing Cultural Change	46
JOB SATISFACTION	49
Defining Job Satisfaction	49
Leadership and Job Satisfaction	53

III. METHODOLOGY	56
Research Questions and Hypothesis	
Construction	56
Instrumentation	58
Study Description	77
Data Collection Procedures	83
Data Analysis Procedures	86
Pilot Study	88
IV. RESULTS	90
Reliability of measures	90
Transformational Leadership	93
Organizational Culture	96
Job Satisfaction	96
Research Questions and Hypotheses Testing ...	98
Research Question One	99
Research Question Two	106
V. SUMMARY DISCUSSION AND CONCLUSIONS	109
Summary and Interpretation of the Findings ..	109
Research Question One	110
Research Question Two	121
Conclusions	126
Implications for the Y.M.C.A. Organizations .	128
Recommendations for Future Research	130
References	134
Appendices	141
Vita Auctoris	202

LIST OF TABLES

<u>TABLE</u>	<u>PAGE</u>
1 Organizational Culture Assessment Questionnaire Scales	62
2 Organizational Culture Assessment Questionnaire Scale Scores	64
3 Organizational Culture Assessment Questionnaire Norms	65
4 Cronbach Alpha Reliability Measures for the Organizational Culture Assessment Questionnaire ..	66
5 Organizational Culture Assessment Questionnaire Factor Analysis	67
6 The Reliability and Validity Assessments of the Job in General Scale	78
7 Item Statistics for the Job in General Scale	79
8 Cronbach Alpha Reliability Measures for the OCAQ ..	92
9 First Research Phase Differences Between High and Low Transformational Leadership Groups	95
10 Second Research Phase Differences Between High and Low Transformational Leadership Groups	97
11 Analysis of Variance for Total Culture	100
12 Analysis of Variance for Customer Orientation	102
13 Analysis of Variance for Coordinated Teamwork	104
14 Analysis of Variance for Managing Change	105
15 Analysis of Variance for Achieving Goals	107
16 Analysis of Variance for Employee Job Satisfaction	108
17 Hypotheses and Decisions for Research Question One	111
18 Hypothesis and Decision for Research Question Two	122

LIST OF APPENDICES

<u>APPENDIX</u>	<u>PAGE</u>
A. History of the Canadian YMCA	141
B. Leader Behavior Questionnaire Self	147
C. Leader Behavior Questionnaire Other	154
D. Cronbach Alpha Reliability Measures for the LBQ	161
E. Leader Behavior Questionnaire (Self and Other) Norms	163
F. Leader Behavior Questionnaire Indices	165
G. Organizational Culture Assessment Questionnaire	167
H. Job In General Scales	173
I. Listing of the YMCA Organizations Surveyed ...	175
J. Pre Study Information Letters	177
K. Instructional Letter for Chief Executive Officers	179
L. Study Participant Form	181
M. Subordinate Instructional Letter	183
N. Follow up Fax	185
O. Pre Phase Two Research Study Letter	187
P. Phase Two Research Chief Executive Officer Instructional Letter	189
Q. Results of Pilot Study	191

CHAPTER I

Leadership Background

Ineffective leadership continues to be cited as the major contributor to the downward spiralling of productivity in North American organizations (Bennis, 1985; Sashkin, 1988; Tichy & Devanna, 1986; Zaleznik, 1977). Organizational members frequently note inadequate long range planning as a factor contributing to the ineffectiveness of North American organizations (Bennis & Nanus, 1985; Sashkin, 1988). North American employers, suggest that countless staff members performing below their potential hinders organizational progress (Tichy & Devanna, 1986). These scenarios call for heightened managerial leadership, focusing on long range planning and increased emphasis on values such trust, commitment and empowerment (Sashkin, 1986; Tichy & Devanna, 1986).

Corporate leadership is America's scarcest natural resource. At a time when our economy, as well as that of the entire industrialized world is in the midst of major upheaval and transformation, a new type of leadership is desperately needed. From undisputed leadership we have at best become *primus inter pares*. Many are concerned we may fall further behind (Tichy & Devanna, 1986, p.27).

Papers on the subject of leadership number in the thousands, yet leadership remains one of the least understood concepts in the organizational behavior field

(Bennis, 1989; Sashkin, 1986; Yukl, 1989). Leadership research thrusts have moved in stages from the trait approach, to the behavioral approach, and to the situational approach, as researchers struggled to arrive at a "valid theory" of leadership (Sashkin, 1986; Yukl, 1989).

The most current area of leadership study is categorized by the term "transformational leadership". Transformational leadership involves the combining or integrating of the more traditional approaches of trait, behavioral, and situational paradigms into a more comprehensive approach (Sashkin & Fulmer, 1985). "Behavioral, personal, and situational factors all interact with one another to affect and perhaps, determine one another" (Sashkin, 1988, p.125).

Stogdill's notion (1974) that the leadership field is a vibrant and challenging medium for research remains a relevant statement. The concept of transformational leadership has generated this excitement amongst researchers and may uncover some answers to leadership research questions that, to date have remained elusive.

Statement of the Problem

The notion that leaders have a magical influence over the organization culture and the satisfaction of employees is purported throughout the literature. The researcher

undertook this investigation to empirically investigate whether or not significant differences in the organization culture and job satisfaction levels do exist within YMCA organizations led by high transformational leaders compared to those led by low transformational leaders.

Importance of the Study

This study will hopefully contribute to the existing knowledge pertaining to leadership, organizational culture and job satisfaction. The specific impact on these three areas is outlined in the following sections.

The area of transformational leadership offers new hope to researchers determined to better understand the area of leadership through the integration of previous theories. In comparison to the tremendous amount of research done in the area of leadership, the research efforts directed towards transformational leadership is relatively small, especially those research efforts set in the sports and recreation environments. Furthermore, many of the acclaimed studies (Bennis, 1989; Sashkin, 1988; Tichy and Devanna, 1986) are based on intuitive knowledge labelled as qualitative research. Information is often presented in anecdotal form and although much of this work makes intuitive sense, many academics require empirical support for the concept of transformational leadership. The holistic

approach considered in transformational leadership may be helpful in uncovering the leadership mystery and generate some answers to the leadership questions that to date have eluded researchers.

The area of organizational culture is also gaining popularity among researchers (Sashkin, 1988; Schein, 1990). Researcher results have been interpreted to suggest that transformational leaders have a strong influence on the development, penetration, and preservation of the deep rooted beliefs, values and attitudes of organizational members (Bennis, 1986; Sashkin & Fulmer, 1985; Schein, 1990).

It is proposed that organizations characterized by sustained high performance are also characterized by certain sorts of values regarding the functions of change, articulating a goal and focusing on people, and these values foster sustained high performance.
(Sashkin & Fulmer, 1985, p.23)

Organizational culture, much like transformational leadership, is a new area of study that has captured the attention of many researchers (Deal & Kennedy, 1982; Denison, 1990; Rousseau, 1990; Sashkin, 1990; Schein, 1990; & Sathe, 1989) and holds great promise for the understanding of organizations. Furthermore, researchers such as Schein (1986) and Sashkin (1986) recognize the link between transformational leadership and organizational culture, agreeing that the most important function a leader performs is the shaping and preservation of the organization's

culture. "The only thing of real importance that leaders do is to create and manage culture..." (Schein, 1990, p.2).

There is some debate in the literature related to the impact a leader has on the basic assumptions, values, and beliefs of organizational members. Beer, Eisenstat, and Spector (1990) consider organizational culture a mere "abstraction" not associated with successful change efforts. Barney (1986), McKelvey and Aldrich (1983) and Whipp, Rosenfeld and Pettigrew (1989) do not feel that a leader has the ability to change culture, but is rather a victim of the environment.

Authors such as Bullock (1984), Locke (1969), Hogan, Raskin and Fazzini (1990) and Rusbult, Rodgers and Mainous (1988) accept the notion that a leader can have a significant impact on the job satisfaction of their subordinates both in a negative and positive manner. Workers often report that the most stressfull aspect of their jobs is their supervisor (Hogan, Raskin & Fazzini, 1990).

The discrepancy in these views concerning the relevance of transformational leadership and organizational culture to the effective functioning of an organization is critical to individuals interested in understanding and applying these concepts. Data must be gathered and analyzed in order to arrive at conclusions involving linkages between

transformational leadership, organizational culture and job satisfaction.

Definition of Terms and Measures

Achieving Goals

A subscale of the Organizational Culture Assessment Questionnaire which assesses how effective the organization is in achieving goals, the extent to which there are coherent and shared (aligned) goals, and the degree to which shared values support the improvement and achievement rather than the status quo (Sashkin, 1990).

Coordinated Team Work

A sub scale of the OCAQ which assesses the extent to which the organization is effective in coordinating the work of individuals and groups (Sashkin, 1990).

Culture Strength

A subscale of the OCAQ that assesses the strength of the organizations culture, asking respondents to report on the extent to which people agree on values and examining the extent to which certain "meta values" are present, such as the belief that people should support their views with facts. An organization can conceivably rate high on this scale and low on others, and that would indicate the most negative condition possible; a strong but dysfunctional organizational culture (Sashkin, 1990).

Customer Orientation

A sub scale of the OCAQ which assesses the extent to which the organizational activities are directed toward identifying and meeting the needs and goals of clients and customers (Sashkin, 1990).

Chief Executive Officer

The individual at the top of the hierarchical structure of each individual Y.M.C.A organization. This individual is recognized as the leader for the purposes of this study.

Job Dissatisfaction

"The unpleasurable emotional state resulting from the appraisal of ones' job as frustrating or blocking the attainment ones' values" (Locke, 1969, p.317).

Job in General Scales

The JIG is an overall assessment of job satisfaction which is "more global, more evaluative, and involves a longer time frame than the Job Descriptive Index" (Balzer & Smith, 1990, p.51).

Job Satisfaction

"The pleasurable emotional state resulting from the appraisal of ones' job as achieving or facilitating the achievement of ones' values" (Locke, 1969, p.316).

Leader Behavior Questionnaire (LBQ)

Measures the transformational leadership tendencies of an individual from both the leader's perspective (LBQ self) and their subordinates' perspective (LBQ other) (Sashkin, 1990).

Managing Change

A subscale of the OCAQ which assesses the degree to which the respondents see the organization as effective in adapting to and managing change (Sashkin, 1990).

Organizational Culture

The set of important assumptions (often unstated) in the form of beliefs and values that members of a community share in common (Sathe, 1989, p.10).

Organizational Culture Assessment Questionnaire

Measures the way that people in the organization think and act, which is reflective of the pervading culture (Sashkin, 1990).

Organizational Effectiveness

"The ability of an organization to account successfully for its outputs and operations to its various internal and external constituencies" (Gartner & Ramnaryan, 1983, p.97).

Subordinate

Individuals employed by the Y.M.C.A. positioned one hierarchial level below the executive director of each Y.M.C.A. organization in the population of this study.

Transactional Leadership

"... represents those exchanges in which both the superior and the subordinate influence one another reciprocally so that each derives something of value" (Kuhnert & Lewis, 1987, p.649).

Transformational Leadership

"The process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives, and strategies" (Yukl, 1989, p.271).

Y.M.C.A

The Young Men's Christian Association. An organization devoted to serving the needs of the community largely through physical activity. An overview of the YMCA history is presented in Appendix A

Limitations of the Study

The researcher acknowledges the following limitations:

1. The use of single questionnaire produces data of limited utility. The data reflect a single moment in time and could be affected by recent events or incidents.

2. Subordinates may inflate their administrative head's transformational leadership scores if the organization is perceived as being successful and underestimate the administrative head's transformational leadership scores if the organization is perceived to be unsuccessful (Yukl, 1989).

3. Regardless of the researcher's assurances of confidentiality, subordinates may be hesitant to accurately describe their leader's behavior due to perceived negative consequences associated with offering negative input.

4. The variations in organizational size may impact on the leader's ability to display transformational leadership behaviors.

5. The subjects may not appreciate or understand the objectives of University research, and therefore not contribute sufficient time or thought to their responses.

6. The director's transformational leadership score is only based on the results of three Leadership Behavior Questionnaire (LBQ) measures (one LBQ-self and two LBQ-other measures) and may not be a true indication of the leadership situation.

7. The study is limited by the restrictions imposed by validity and reliability values of the instruments.

Delimitations of the Study

The researcher has delineated the scope of the study in the following ways:

1. The study is restricted to Y.M.C.A. organizations that have had the same Chief Executive Officer for a minimum of one year.

2. The distribution of the Leader Behavior Questionnaire in the first phase of research is restricted to the leadership perceptions at the senior level management positions within the Y.M.C.A. organization.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to present a review of the literature relevant to this study. The main sections of this chapter include: (a) Transformational Leadership including: (i) Managing vs Leading, (ii) Transformational Leadership Theories, (iii) Empirical Findings on Transformational Leadership (iv) Conflicting Views on Transformational Leadership; (b) Organizational Culture including: (i) Organizational Climate and Organizational Culture; (ii) Organizational Culture and Change, (iii) The Leader in Managing Cultural Change; and (c) Job Satisfaction including: (i) Leadership and Job Satisfaction.

Transformational Leadership

Managing vs Leading

Many individuals in the administration field use the terms "leader" and "manager" interchangeably (Bennis, 1984; Zaleznik, 1977). Using these terms interchangeably does not allow for the differentiation of conceptual leadership skills and technical based managerial skills (Chellardurai, 1985). One of the major arguments posited by proponents of the transformational leadership is that there are distinct differences between the terms "manager" and "leader"

(Bennis, 1984; Sashkin, 1984; Zaleznik, 1977). "A manager is an individual who does things right, while a leader is an individual who does the right things" (Bennis, 1984, p.8).

Many an institution is very well managed and very poorly led. It may excel in the ability to handle each day all the routine inputs, yet never ask whether the routine should be done at all. (Bennis, 1989, p.36)

A manager tends to adopt an impersonal attitude toward goals, which often arise out of necessities rather than desires, ignoring imagination and creativity (Zaleznik, 1977). In other words, managers are often reactive as opposed to active and thus "fight fires" in their quest to carry out their position responsibilities (Filley, House, & Kerr, 1976).

An active form of leadership which focuses on long range planning is referred to as transformational leadership (Sashkin, 1986). "Transformational leadership is about change, innovation, and entrepreneurship" (Tichy & Devanna, 1986, p.28). Transformational leaders influence people to do things they wouldn't necessarily do, without the manipulation of rewards and punishments (Filley, House, & Kerr, 1976).

In contrast to a transformational style of leadership, many managers practice a transactional style of leadership. Transactional leadership is leadership based on the exchange process between the leader and subordinate in which each receives something of value, in essence a "quid pro quo"

relationship (Kuhnert & Lewis, 1987). A transactional exchange usually occurs on a daily basis and is very reactive in nature. Regardless of how competent managers may be, their transactional style of leadership reduces their impact due to limitations in visualizing purposes and generating value in work (Zaleznik, 1977). Bennis's first law of academic pseudodynamics states, "Routine work drives out the non-routine work and smothers to death all creative planning, all fundamental change" (Bennis, 1989, p.35).

As illustrated, the role of manager and leader are dramatically different, however, the pursuit of excellence in both the managerial and leadership aspects of an individual's position is vital to the effectiveness of an organization (Zaleznik, 1977). As a general rule, top executives should focus as much of their time as possible leading, however, "... managers at all levels should become involved to some degree with the entrepreneurial spirit" (Bennis & Nanus, 1985, p.224). More leadership roles should be made available at each level of the organization. (Bennis, & Nanus, 1985).

Transformational Leadership Theories

The earliest theory of transformational leadership was developed by Burns (1978) in his highly acclaimed book Leadership. Burns drew a distinction between the terms

transactional leadership and transformational leadership. Transactional leadership is based on a "quid pro quo" relationship, where superiors appeal to the self interests of the subordinates. "The main determinant of the extent and exercise of executive leadership is the extent of their institutional and personal powers" (Burns, 1978, p.373). The more control an individual had over pay, hiring, firing, promotions and things of that nature, the more likely followers were thought to comply.

Burns stated that, "to appeal solely to "lower" needs or artificially sustained and intensified needs is to subject followers to manipulation" (Burns, 1978, p.458). Manipulation relates to the Machiavellian approach to gaining and maintaining power in which coercion, control and deception are employed. Many people are trained to manipulate rather than lead. A manipulating style, "treats people as things, as tools to be used as objects for the benefit of the power wielder; at best this is transactional - not transformational - leadership" (Burns, 1978, p.447).

Burns maintained that formal authority should not be the focus of the transformational leader. Attention should be focused on genuine human need. "People need appreciation, recognition, and a feeling of accomplishment, and the confidence that people who are important to them believe in them" (Burns, 1978, p.374).

Transformational leadership results in the raising of followers' consciousness by appealing to their higher ideals and values such as liberty, justice, equality, peace and humanitarianism and is not based on emotions such as fear, jealousy, or hatred (Burns, 1978; Bennis & Nanus, 1985; Sashkin, 1986; Yukl, 1989). Burns supports Woodrow Wilson's call for leaders who can lift people from their everyday selves into their better selves, which involves treating people like people (Burns, 1978).

Transformational leadership was not only viewed by Burns as a process between individuals, but also as a process involving the entire organization. "Most organizations lack unifying goals and instead numberless members of the organization hold numberless goals" (Burns, 1978, p.376). To further emphasize the need for cohesion Burns (1978, p.376) stated "An array of goals must have some form and coherence or the organization will fall to pieces". The transformational leader must be the one to give form and coherence to the variety of goals present in any organization.

Tichy and Devanna (1986) support Burn's (1978) notion that transformational leadership is a process between individuals as well as one involving the organization as a whole. Tichy and Devanna (1986) refer to three "acts" or

stages dealing with both the individual and the organization which are encountered in the process of transformation.

The organization.

Act one is concerned with the environmental pressures that trigger the need for change. If a leader fails to respond to the environmental signals, the death of the organization could quickly result. A leader must alert decision makers in the organization to these environmental signals which may pose as a threat to the organization and convince the decision makers of the need for change (Tichy and Devanna, 1986) .

Act two deals with the creating of a vision which must be accepted by the mass of employees. The communication of the ideas must match the style and philosophy of the leader. Upon achieving acceptance of the critical mass the leader must try to communicate with the subordinates on a deeper, more meaningful level (Tichy and Devanna, 1986).

Act three involves the institutionalization of change, which entails the shaping and reinforcing of new values, beliefs and basic assumptions which form an organization's culture. The new culture should fit the revitalized organization which may involve changes in the organization's human resource systems, structure and management. Revitalization has become a reality when the new way of

thinking has become a day-to-day practice (Tichy and Devanna, 1986).

The individual.

Act one deals with endings. Employees must discard familiar routines and ways of doing things and adjust to the new way of thinking. The process of disengagement from the past while learning new behaviors is a difficult but essential step to transforming an organization (Tichy and Devanna, 1986).

Act two is referred to as the transition state in which employees must be given time to disconnect from past routines and commit emotionally to the future. Although this stage is often viewed as non-productive, it is an essential step in the transformation process (Tichy and Devanna, 1986).

Act three is the new beginnings stage at which employees are ready to deal with the new order. Employees must be prepared to deal with the frustration due to failure usually present when switching from old familiar ways to new ways of thinking and doing things (Tichy and Devanna, 1986).

Characteristics of transformational leaders

Sashkin (1987) states that when Stogdill reviewed over 100 research studies, none showed any clear evidence that leaders were strikingly or substantially different from non leaders. Bennis and Nanus (1985) in their study of 90 top

leaders from various fields concluded that they could not identify specific traits that distinguished leaders from non-leaders. They noted that leaders

... were short and tall, articulate and inarticulate, dressed for success and dressed for failure, and there was virtually nothing in terms of physical appearance, personality, or style that set them apart from their followers. (p.224)

Although Bennis was unable to identify specific traits common to all of the effective leaders, he was able to identified four general competencies that were evident to some degree in every one of the top 90 leaders studied (Bennis, 1989). The four competencies were: (a) management of attention, (b) management of meaning, (c) management of trust, and (d) management of self. Each of these four competencies are discussed below.

Management of Attention.

Management of attention involves transformational leaders having the ability to draw others to them because they can communicate their vision, not simply because they have a vision (Bennis, 1989, p.37). A leader may have the best vision in the world, however, if he or she is unable to communicate this vision, it may go unfulfilled. One criterion necessary to fulfill a vision and gain followers' attention is that the leader must accurately uncover what it is followers want to achieve (Bennis, 1989). Leaders who understand what followers want have the potential to

function more effectively and efficiently (Bennis, 1989). The management of attention must be accomplished, "through a set of intentions or a vision, not in a mystical or religious sense but in the sense of outcome, goal, or direction" (Bennis, 1989, p.37).

Although truly great transformational leaders are rare (Bennis, 1989; Bennis & Nanus, 1985; Sashkin, 1985; Yukl, 1989), leadership is neither a rare skill nor a genetic characteristic (Bennis & Nanus, 1985). Covey (1991) noted that leadership is based on high principles which are common sense but not common practice. Every person has some ability to lead just as everyone has some ability to run or act or paint. If the basic desire to learn and improve one's leadership skills is present, one's leadership abilities can be enhanced. "Nurture is far more important than nature in determining who becomes a successful leader" (Bennis & Nanus 1985, p.223).

Management of Meaning.

Management of meaning requires the leader to give meaning to words and communicate ideas about the vision through several layers of the organization (Bennis & Nanus, 1985). If the vision is not understood by the members at lower levels of the organization, it is unlikely that they will adopt and work enthusiastically towards something they do not appreciate or understand. It is essential that a

leader make the vision real and tangible to everyone in the organization (Bennis, 1989). Leaders often use metaphors as well as present information in a charismatic manner to enhance the communication process.

Leaders provide the essential direction to the organization and align organizational members to work in harmony towards the accomplishment of the vision. One of the key elements a transformational leader must attend to is motivating and providing the followers the opportunity to adopt and take ownership of the vision (Bennis & Nanus, 1985). The organization will not be committed to making the vision a reality until the critical mass of the organization has some sense of ownership of the vision.

Management of Trust.

Management of trust involves a strong personal identification that followers feel toward the leader and the vision (Bennis, 1989; Hater & Bass, 1988). Followers must clearly understand what a leader stands for and values. Leaders must clearly communicate their values through their words and most importantly, their actions in a consistent fashion (Bennis & Nanus, 1985). A leader must say what he or she means, and, mean what he or she says (Bennis & Nanus, 1985). "A recent study showed that people would much rather follow individuals they can count on, even when they disagree with their view points, than people they agree with

who shift positions" (Bennis, 1989, p.37). Leaders who display constancy and focus, often inspire the trust of others which is critical to every organization and the ultimate success of the leader (Bennis, 1984).

Management of Self.

Management of self is a key to being an effective leader. Leaders must clearly demonstrate that they are consistent, of high moral fibre and that they can be counted on before followers are willing to invest their future in them (Bennis & Nanus, 1985).

Transformational leaders view mistakes as learning opportunities and are, consequently, not afraid to take calculated risks (Bennis, 1984). A leader must be totally focused on the vision and strive for success, as opposed to trying to avoid failure.

Effective leaders must have an awareness of their own strengths, weaknesses and biases. Confidence in oneself and an understanding and respect for one's abilities allow a mature individual to say "no" to tasks they can not successfully complete or do not align with the goals of the organization (Bennis & Nanus 1985). An understanding of one's own bias, allows one to be open and receptive to new ideas. Being receptive to new ideas allows others to feel significant, in the sense that they are making a valuable contribution to the organization.

Sashkin (1986) places a strong emphasis on the "visioning" abilities of transformational leaders. Transformational leaders have the ability to develop long range plans of what their organization should become in the future. The most important aspect of transformational leadership is, "the ability to create a vision" (Sashkin, 1986, p.58). Very few individuals possess the ability to formulate long range plans. "The person who can think through a vision over a time span of ten to twenty years is the rare visionary leader" (Sashkin, 1986, p.59). Leaders must innately possess or develop their cognitive abilities in order to devise plans over extended time spans. "An individual must possess an advanced stage of cognitive development in order to vision over this time span" (Sashkin, 1987, p.25). Everyone may not achieve the status of executive leader, however, most individuals can develop their transformational leadership skills.

Transformational leadership represents a compilation of the three main thrusts in leadership theory development, namely trait theory, behavioral theory and situational leadership theory. "The present theory of leadership considers not just the leader's behavior, not just the situation, and not just the leader: it incorporates all three instructively" (Sashkin, 1988, p.124). Transformational leaders at various levels in the

organization may take a different approach to incorporating the three elements of leadership theory due to their role or their hierarchical position.

Although the visions of organizations can vary greatly in their content between leaders placed at different hierarchical levels, there are three basic elements that must exist (Sashkin, 1986). The first element involves change. "Dealing with change means taking hold of and using changing market forces to the advantage of the organization" (Sashkin, 1986, p.3). In some cases (e.g., McDonalds Restaurants) it may be the absence of change (i.e., consistency) that represents the organizational vision (Sashkin, 1986).

A goal is the second critical element of a vision. The goal does not have to be complicated, and on the surface it may seem very simple. For example, an organization may seek greater customer satisfaction as was the vision of Jan Carlzon the Chief Executive Officer of Scandanavian Airlines. While this goal might be easily stated and held by many corporations, Carlzon states, "the difference is we execute" (Sashkin, 1986, p.3). Although the vision of an organizations may seem trivial, it is vital if members of an organization are to maintain a focus.

Thirdly, a vision must center on people, both the customers and the employees. "Only through people can a

vision become real" (Sashkin, 1986, p.3). A leader must share the vision, allowing the organizational members to adopt it as opposed to guarding it as the leader's property (Bass, 1990; Sashkin, 1986). In order to make the vision real the organizational members must feel a commitment to the vision. This can only happen if followers adopt a sense of ownership for the vision.

Talcott Parsons uncovered three elements namely, change, articulating a goal and focusing on people that contribute to the success of an enterprise, from his sociological analysis of organizations (Sashkin, 1986). Parsons also identified a fourth element he termed "latent pattern maintenance", which consists of culture defining values, beliefs and norms (Sashkin & Fulmer, 1985). "It is proposed that organizations characterized by sustained high performance are also characterized by certain sorts of values regarding each of the three functions, and these values foster sustained high performance (Sashkin & Fulmer, 1985, p.23). Although both the operational (lower hierarchical) leader and the executive leader may simultaneously focus on the first three elements, creating and shaping the culture of an organization is the responsibility of the executive leader.

Although the "behavioral" theories did not independently solve the mystery of leadership, certain

elements of the behavioral theories are consistent with the current thinking in transformational leadership (Bennis, 1986; Sashkin, 1988; Tichy and Devanna, 1986). One of the most critical elements involved in transformational leadership is the element of power.

Transformational leaders are characterized by a strong desire to obtain and use power, not for personal reward or satisfaction, but instead to empower the organization's members to carry out the strategic long range vision (Bennis & Nanus, 1985; Sashkin, 1988; Tichy & Devanna, 1986). The transformational leader has a moderately high need for personal achievement and seeks to achieve organizational goals through others in the organization (Bennis & Nanus, 1985; Sashkin & Fulmer, 1985). A leader's desire for power is not based on an urge to dominate others and simply enjoy the "perks" of the position. "Leadership is not so much the exercise of power itself as the empowerment of others" (Bennis & Nanus, 1985, p.225). Empowerment allows individuals to feel that they are significant and that they make a difference in the organization (Bennis, 1984). A leader must attain power in order to have the formal authority to empower others. As well, the security of positional power is essential to leaders who must often make difficult decisions relative to organizational change. The ultimate goal of empowerment is the enabling of the members

of the organization to become leaders themselves and in turn empower others.

Transformational leaders are considered "risk takers" (Bennis, 1984; Sashkin, 1987; Tichy & Devanna, 1986). The term "risk" infers that the leader leaves virtually everything to chance. In reality, the "risks" taken are very calculated through the process of "visioning" and often times less risky than doing nothing. The perception of risk may arise in that the leader frequently takes a stand against the status quo, embracing innovation and change. "It is safer and easier to do what has been done in the past than to learn new behaviors (Ulrich, 1989, p.205).

Due to the turbulent environment in which leaders and followers often function, not every plan or idea will be successful. The manner in which a leader deals with failure is critical to the perceptions of followers as to whether the leader is a transformational leader. These rare individuals view mistakes as learning experiences and never consider mistakes as failures (Bennis, 1989; Sashkin, 1987; Tichy & Devanna, 1986). Karl Wallenda, the highly successful tight rope walker fell to his death only when he became consumed with not falling off the tight rope. Bennis (1989) has since labelled this focus on not failing the "Wallenda factor".

Transformational leaders are dedicated to life-long learning. An emphasis is placed on the ongoing expansion of individuals' competence base at all levels of the organization (Bennis, 1989; Sashkin, 1987; Tichy & Devanna, 1986). The life-long learning approach supports Woodrow Wilson's call for leaders who can elevate followers from their current levels into higher functioning followers (Burns, 1978). "Ultimately in great leaders and the organizations surrounding them, there is a fusion of work and play to the point where, as Robert Frost says "Love and need are one" (Bennis, 1989, p.39).

Empirical Findings on Transformational Leadership.

The area of transformational leadership is in its formative stage of development. In comparison to the other leadership theories, transformational leadership has been relatively unexplored through empirical testing. Much of the work in the area is termed anecdotal, "soft" research of which the initial section of this chapter consists. The following are findings based on empirical studies.

"Transformational leadership added to the prediction of subordinates' ratings of leader effectiveness and satisfaction beyond that of transactional leadership" (Hater & Bass, 1988, p.700). Managers in this study, independently identified as the top performers, were rated higher on

transformational leadership compared to those who were identified as weaker performers (Hater & Bass, 1988).

Seltzer and Bass (1990) reported that transformational leadership not only augments transactional leadership, but also initiation and consideration.

Although initiation and consideration have dominated the measurement of leadership in the past, the present findings support the importance of adding transformational leadership for better prediction and understanding of leadership. (Seltzer & Bass, 1990, p.701)

Seltzer and Bass (1990) also found that one of the identified components of intellectual stimulation associated with transformational leadership lowered subordinate's satisfaction. This decrease in satisfaction is said to occur because the leader "pushes subordinates to use reasoning and evidence rather than unsupported opinions" (Seltzer & Bass, 1990, p.700). In contrast Seltzer, Numerof and Bass (1989) discovered that transformational leadership is not linked to burnout or stress. Transactional leadership or management was found to be a greater source of stress for subordinates. Perhaps the problem lies in the word "pushes". Bennis (1986) and Sashkin (1990) note that transformational leaders "pull" or "inspire" people to achieve. This implies followers comply because they are intrinsically motivated.

Hater and Bass (1988) and Schnake and Dumler (1989) arrived at a similar conclusion. "Transformational

leadership would seem to be congruent with a better educated work force eager to apply and develop its abilities..."

(Hater & Bass, 1988, p.702).

Schnake and Dumler (1989) introduced the term "unleadership" which relates very closely to the term "empowerment". In their conclusion, Schnake and Dumler noted that ...

managerial unleadership behaviors produce greater benefits among people engaged in more complex tasks compared to people working on routine tasks. It appears then that the concept of unleadership is more useful in some situations than in others (Schnake & Dumler, 1989, p.59).

Although the effects of unleadership or empowerment are more pronounced in individuals with complex tasks, theorists (Bennis & Nanus, 1985; Sashkin, 1986) argue that empowerment should still be exercised at all levels of an organization. All individuals need to feel that they are making a difference.

The empirical evidence provided to date leads this researcher to conclude that transformational leaders have a positive effect in their organization. Employees exposed to a transformational leader are more committed to their work, and view their superiors as being more effective (Hater & Bass, 1988; Schnake & Dumler, 1989; Seltzer, Numerof & Bass, 1989).

Conflicting Views on Transformational Leadership

Although advocates of transformational leadership certainly agree that the leader of an organization has a major impact on that organization not all theorists are in agreement. Liberson and O'Connor (1972) feel that leaders have little impact on organizational performance because they are constrained by situational or environmental factors (Thomas, 1988). McKelvey and Aldrich (1986) supported this view stating,

Nothing forces organizations to choose a particular path. People in organizations are intentional, but conditions are such that it is highly unlikely that a successful organizational form can be attributed to any particular, identifiable act, or set of acts, especially for the population form. We think it improbable that a particular individual will both have the correct view and know it. We also think it improbable that a person with the "correct" variation will be in a position to implement it (p.115).

If one accepts this argument, then leaders who have a vision of the future for their organizations are wasting effort. Leaders would simply occupy positions in which they were strictly reactionary to environmental events. The rare visionary leader, "the person who can think over a time span of ten to twenty years" (Sashkin, 1986, p.59) does not exist according to McKelvey and Aldrich (1983).

A more moderate view of the impact of leaders falls between the extremes of "choice" and "determinism". The

leader will have more control over events in certain situations that they will have in others.

"The interdependence and interactions between strategic choice and environmental determinism define adaptation; each is insufficient and both are necessary to a satisfactory explication of organizational adaptation" (Hrebiniak & Joyce, 1985, p.346).

Certain elements will be out of the control of the leader, however, no attempt to plan for, or manipulate one's environment offers a higher certainty of failure.

Organizations are believed to move through life cycles much like living organisms. Rodrigues (1988) noted that organizations operate in a dynamic fashion and experience three distinct stages of change: (a) a problem stage, at which new ideas are desired to allow the organization to cope with environmental constraints and challenges; (b) an implementation stage, at which ideas are transformed into actions which generally revolve around organizational change; and, (c) a stable stage, during which the organization has achieved success and must maintain order through rules, values and norms to continue a successful operation. Rodrigues (1988) feels a leader with different characteristics is the most effective at each stage. The environment is responsible for creating the situation that influences the dominant traits, abilities and behaviors that a leader needs to be effective in that situation (Rodrigues, 1988).

Transformational leadership is about "change, innovation, and entrepreneurship" (Tichy & Devanna, 1996, p.28). A transformational leader may only be effective in problem solving and implementation of solution stages. During the stable stage of the organization followers are less willing to make changes especially when they are satisfied and thus a transformational leader may not be well received.

Organizational Culture

Theorists interested in the study of organizational culture hold a consistent conceptualization of what culture is although there is variance in the precise words used in the definitions. There appears to be a greater discrepancy involving how to effectively measure organizational culture (Reichers & Schneider, 1990; Schein, 1990). However, there is consensus that organizational culture exists as a phenomenon worthy of investigation (Denison, 1990; Reichers & Schneider, 1990; Rousseau, 1990; Schein, 1990).

Many definitions of organizational culture include components such as values, beliefs, principles and norms widely shared by the organizational members that powerfully shape the behavior of the individuals and groups (Barney, 1986; Denison, 1990; Rousseau, 1990; Schwartz & Davis, 1981;

Whipp, Rosenfield & Pettigrew, 1989). Testimony to the perception that theorists differ more on the measurement methods and less on a common definition of organizational culture is provided by Rousseau (1990), "In many respects, it is not the definitions of culture that vary so widely across organizational researchers, but the types of data researchers collect." (p.156) Although most researchers agree that the elements of values, beliefs, principles and norms are components of culture, perhaps relying solely on these elements to define culture is an oversimplified approach (Rousseau, 1990; Schein, 1985; Whipp, Rosenfield & Pettigrew, 1989).

Schein (1990) and Rousseau (1990) present two similar explanations that highlight the various layers of organizational culture. The outer layer consists of artifacts, creations, patterns of behavior and behavioral norms. These are the most visible aspects of culture. "One can look at physical space, the technological output of the group, its written and spoken language, artistic productions, and the overt behavior of its members" (Schein, 1990, p.14). One of the problems that arises in studying this level of culture is that individuals may choose to focus and report on different artifacts, which may not reflect the true organizational culture (Schein, 1990).

The middle level of the organizational culture model consists of values, which reflect members' perceptions of what ought to be, or the manner in which the organization should conduct itself. An individual in a newly founded organization (usually the founder) may propose solutions to new problems based on perceptions of reality. This solution can only have the status of a value because, "there is not yet a shared basis for determining what is factual and real" (Schein, 1990, p.15). If the solution proves to be a success, the value begins to transform into an assumption and organizational members internalize the successful solution as the right way of doing things.

The fulcrum of organizational culture consists of fundamental or basic assumptions held by organizational members (Rousseau, 1990; Schein, 1990). Culture may be viewed as a reflection of what has been successful in the past for that organization (Denison, 1990; Schein, 1986; Schwartz & Davis, 1981). Schein (1990) noted that although the peripheral elements in the culture models reflect the organizational culture, none of these peripheral elements represent the essence of culture.

The term culture should be reserved for the deeper level of basic assumptions and beliefs that are shared by members of an organization, that operate unconsciously, and define in a basic "take for granted" fashion an organization's view of itself in its environment. These assumptions and beliefs are learned responses to a group's problems of survival in its external environment

and its problems of internal integration. They come to be taken for granted because they solve those problems repeatedly and reliably.
(Schein, 1990, p.6)

Organizational Climate and Organizational Culture

Methodological differences as well as the pressure of science to differentiate organizational culture from organizational climate have kept the two concepts separate (Reichers & Schneider, 1990). Organizational climate encompasses the periphery elements of organizational culture Schein (1990) and Rousseau (1990). "The separation of organization culture and organizational climate research may be an artifact of time that will diminish in the future" (Reichers & Schneider, 1990, p.31) as the two concepts clearly overlap and interrelate.

"Organizational culture does not reveal itself easily where as organizational climate may be more observable" (Kopelman, Brief & Guzzo, 1990, p.288). Schwartz and Davis (1981 p.33) state, "...climate is not culture. Climate is a measure of whether people's expectations about what it should be like to work in an organization are being met". Climate is an individual level variable however, the perception of climate may be widely shared due to the similarities of the stimulus being described by a unit (Kopelman, Brief, & Guzzo, 1990).

Kopelman, Brief and Guzzo (1990, p.296) list five dimensions thought to be common elements of organizational climate:

1. Goal emphasis - the extent to which management makes known the types of outcomes and standards that employees are expected to accomplish.
2. Means Emphasis - the extent to which management makes known the methods and procedures that employees are expected to use in performing their jobs.
3. Reward Orientation - the extent to which various organizational rewards are perceived to be allocated on the basis of job performance.
4. Task Support - the extent to which employees perceive they are being supplied with the materials, equipment, services, and resources necessary to perform their jobs.
5. Socio-emotional Support - the extent to which employees perceive that their personal welfare is protected by a kind, considerate, and generally humane management.

These five dimensions are evident on the periphery levels of the cultural models offered by Schein (1990) and Rousseau (1990). Reichers and Schneider (1990) ask, "Why have two concepts that share so many conceptual similarities proceeded to develop in a parallel rather than in tandem?" (p.29). Reichers and Schneider (1990) advocated the unification and cooperation of researchers studying organizational culture and organizational climate as a means of furthering the area of organizational behavior studies.

Culture and climate are both attempts to identify the environment that effects the behavior of people in organizations. Culture exists at a higher level of abstraction than climate, climate is a manifestation of culture. (Reichers & Schneider, 1990, 29)

Researchers studying the area of organizational culture and those studying the area of organizational climate must recognize the advantages of coordinating their efforts (Reichers & Schneider, 1990; Schein, 1990).

Organizational Culture and Change

The need for organizational change occurs when organizational survival is threatened, because external and internal environmental pressures can not be effectively dealt with using ingrained behavioral responses (Denison, 1990). Organizations may also decide to change their cultures in an attempt to gain and maintain a competitive advantage (Barney, 1986; Whipp, Rosenfeld & Pettigrew, 1989). Significant disagreement exists in the literature regarding the degree to which organizations have the ability to change cultures (Barney, 1986; Deal & Kennedy; 1982; Rousseau, 1990; Schein, 1990), although most researchers concur that change is not an easy process.

While researchers recognize the importance of organizational culture they also respect the difficult task of culture modification or change. Barney (1986) recognized that organizational culture can play a major role in the

effectiveness of an organization. "A firm's culture can be a source of sustainable competitive advantage if that culture is valuable, rare and imperfectly imitable" (Barney, 1989, p.663). If organizational cultures could be modified to enhance organizational effectiveness, all organizations would modify their cultures and no sustained competitive advantage would be realized. "Valuable organizational cultures may be intrinsically bound up within a firm's unique history and heritage - and history defies easy imitation" (Barney, 1986, p.661). Whipp, Rosenfeld and Pettigrew (1989) also concluded that organizational culture is virtually impossible to change.

The core beliefs and values held by members which lend meaning to the environment are often deeply embedded (with long tap - roots in the soil of history), not readily amendable to direct observation and not necessarily totally rational. (Whipp, Rosenfeld & Pettigrew, 1989, p.581)

Although culture can be a source of competitive advantage, many other factors also play roles in competition. Firms without valuable, rare, or imperfectly replicable cultures cannot look to culture to give them a competitive advantage and instead they must examine alternative means (Barney, 1986; Whipp, Rosenfeld & Pettigrew, 1989).

Deal & Kennedy (1982), Denison (1990), Schein (1990), Wilkins & Dyer (1988) support the idea that cultural change

is a process that can be managed and measured. Schein (1986) reiterates this notion stating, "Leadership is the ability to manage culture". (p.95)

Environmental circumstances will often emit signals alerting organizations to the need for cultural change (Deal & Kennedy, 1982; Sashkin, 1985; Tichy & Devanna 1986). Due to changing circumstances, an organization's culture can be pushed into poor alignment with its environment or perhaps the organization's culture simply does not match its business strategy (Deal & Kennedy, 1982; Schwartz & Davis, 1981).

A leader must examine each situation to determine when the challenge of cultural change is an appropriate or not appropriate action. Deal and Kennedy (1982, p.159) identify five situations in which leaders should consider prior to reshaping the organizational culture.

1. When the environment is undergoing fundamental change, and the company has always been highly value driven. It may be clear that traditional values will lead to serious decline, if not disaster.
2. When the industry is highly competitive and the environment changes quickly.
3. When the company is mediocre or worse.
4. When the company is truly at the threshold of becoming a large corporation.
5. When the company is growing very rapidly.

Once a leader has decided that cultural change is required for their organization, he or she must consider the situational constraints that aid in explaining why certain cultures are more resistant to change than others (Wilkins & Dyer, 1988).

Culture Strength

The strength of an organization's culture refers to the extent to which the prevailing culture guides the behavior and the intensity of that behavior of organizational members (Deal & Kennedy, 1982; Sashkin, 1986; Sathe, 1989). The strength of a culture is determined by assessing how deeply the shared values and beliefs penetrate an organization and how clearly ordered, shared assumptions are held throughout the organization (Sathe, 1989). "A strong culture has a much greater potential for implicit coordination and control of behavior. A strong culture, with well socialized members, improves effectiveness because it facilitates the exchange of information and coordination of behavior." (Denison, 1990, p.9)

A strong organizational culture provides a system of informal rules by reducing role ambiguity. Employees understand exactly what is expected of them (Deal & Kennedy, 1982). Organizations with strong cultures may remove a great degree of uncertainty through the provision of structure,

standards, and a value system in which employees are expected to operate. This enables people to feel better about what they do and often motivates them to work harder (Deal & Kennedy, 1982).

Although strong culture may be a valuable asset to an organization, certain situations may not favour a strong culture (Denison, 1990; Saffold, 1988; Schein, 1986; Schein, 1990). "A strong culture not well suited to an organization's current business environment is a significant liability and generates a tremendous amount of inertia making change and adaptability difficult" (Denison, 1990, p.10).

Conversely, a strong culture aligned with the mission of the organization can serve as an excellent vehicle for enhancing organizational effectiveness (Deal & Kennedy, 1982). Schein (1986) attempted to make the leader aware of some of the possible drawbacks to a strong culture stating, "do not assume that there is a "correct" or "better" culture, and do not assume that "strong" cultures are better than "weak" cultures". (p.96) The stronger the organizational culture, the more resistant the organization will be to change (Deal & Kennedy, 1982; Denison, 1990; Schein, 1990). When the situation or the environment sends signals that it is time for change, the strength of an organization's culture may lead to its demise. "Culture

controls the manager -- more than the manager controls culture" (Schein, 1986, p.96). A strong culture can influence everything a manager does as well as his own perceptions, thinking and feelings (Schein, 1986, p.96). In this sense, the strength of the organization's culture may be so pervasive that alternatives to the existing culture may not be evident.

Saffold (1988) challenges the term "strong culture" in his article, Cultural traits, strength, and organizational performance: moving beyond "strong" culture by revealing some possible "shortcomings". Under certain conditions, simply assuming a strong culture equates to an effective organization is an erroneous assumption. These conclusions are outlined below.

1. The assumption of a unitary culture:

Most organizations are composed of multiple subcultures as opposed to a single unitary culture. Generalizations concerning an organization do not usually capture the complexities of an organization's culture. Instead of studying how one generalized culture affects performance it may be more appropriate to study how multiple subcultures interact.

2. The ambiguity of strength as a measure of culture:

Cultural strength is a difficult concept to extrapolate and precisely define, leading many theorists to believe that

culture is strong when management's objectives are accepted and weak when these objectives are not embraced.

Organizational cultural strength carries quantitative implications that are not useful to the study of the concept. Qualitative analysis which offers a descriptive analysis of an organizations culture is thought to be more appropriate.

3. Insufficient attention to cultural-performance links:

Many cultural strength studies oversimplify the relationship between culture and performance. As more behaviors are brought under cultural control a point may be reached at which resistance to these controls occurs and performance decreases (Saffold, 1988). All performance-related organizational processes may not be affected in the same direction. For example, shared meanings may have a positive impact on the organization's control system, yet hinder the organization's ability to learn and adapt (Saffold, 1988).

One of the key factors in the assessment of whether cultural change has occurred is the degree to which change is desired in the organization. Schein (1990, p.245) posed the question, "How much has to change and at what level before we consider it a "real" cultural change?" It is obviously more difficult to change the deep unconscious

basic assumptions of organizational members than it is to change artifacts. The outer levels of the culture models are considered to be the products of the deep basic assumption or culture (Reichers & Schneider, 1990). The more cultural change is desired at the organizational basic assumption level, the greater the difficulty in bringing about cultural change. Schein (1990) argues that true cultural change only occurs when the basic assumptions have changed.

The degree to which a change process reinforces some elements of the culture can have an impact on an organization's ability to change (Schein, 1990). The more cultural change violates previously held assumptions, the harder the change process will be to instill (Wilkins & Ouchi, 1983). If the old, basic assumptions, values and beliefs are changed only slightly, the process of cultural change will be much easier in comparison to introducing radically significant changes to the organization's culture.

The availability of alternative cultural frames can play a major role in an organization's ability to change its culture (Wilkins & Dyer, 1988). "A frame is available to a social group when participants are aware of alternatives and have developed, or could quickly develop, the organizational routines to support the alternative frame" (Wilkins & Dyer, 1988, p.524). When individuals are exposed to alternative frames they are less likely to have a taken for granted

sense of social reality that is associated with basic assumptions (Wilkins & Dyer, 1988). Organizations in reality may never reach the depth of socially shared understandings which are characteristic of cultures studied by anthropologists (Wilkins & Ouchi, 1983). Members of organizations rarely live in closed environments and are thus exposed to alternative orientations (Wilkins & Ouchi, 1983).

Although it is unlikely that any organization will operate in a completely closed environment, organizations are exposed to varying degrees of alternative frames. "The more there is interaction among the members of a social group and the less there is interaction between those members and outsiders, the more likely it is that they will develop and perpetuate a particular frame of reference" (Wilkins & Dyer, 1988 p.525).

The participants or organizational members level of commitment to the current cultural frame can play a major role in an organization's ability to bring about cultural change. When an organization has experienced success maintaining a certain cultural frame, the commitment to that frame may make cultural changing impossible (Wilkins & Dyer, 1988). Deal and Kennedy (1982, p.160) stated that one of the times to change cultures is, "when the company is mediocre, or worse". When an organization is experiencing failure and

the commitment to that cultural frame is low, it is much easier to change than when the commitment is high.

The Leader In Managing Cultural Change

If a leader's main function is to create and shape an organization's culture (Sashkin, 1986; Schein 1990), it is essential to understand how a leader undertakes the task of embedding a desired culture into an organization. Leaders do not create and shape culture by some mystical or magical process (Schein, 1990). Elements of an organization's culture are created by the leader's behaviors and actions which evoke a strong reaction from followers (Sashkin, 1985; Schein, 1986; 1990).

The measures and controls a leader pays attention to, are observed by followers who subsequently gain an understanding of the leader's beliefs and values (Schein, 1990). Followers can gather equally valuable information by noticing what situations do not elicit a leader's response (Schein, 1990). It is therefore essential that a leader's behavior be consistent with their stated values in order to strengthen the culture and avoid sending conflicting signals to followers.

Crises provide an excellent opportunity for a leader to "create new norms, values, working procedures as well as reveal important underlying assumptions" (Schein, 1986,

p.92). The behavior of the leader during a critical incident is crucial (Schein, 1990). All organizational members look to the leader for their response to critical events, and during this period of heightened emotional involvement, the leader has the opportunity to align their behaviors with their stated values (Schein, 1990). A leader must view crises as an opportunity to strengthen and instill the desired culture.

Leaders must constantly be aware of their own behavior and deliberately role model, teach, and coach followers (Schein, 1986). A leader must tailor his or her behavior to exemplify the assumptions and values the leader wishes to instill in followers. Leaders must also be aware that the informal messages evident in their behavior are more powerful teaching and coaching mechanisms than formal messages (Schein, 1986).

One of the easiest, yet most effective ways to change an organization's culture is through personnel change. The criteria for recruitment, selection and promotion is one of the most potent ways in which culture can be embedded within an organization (Schein, 1986). "Although these processes are often done unconsciously, the candidates chosen are generally those who resemble present values, assumptions and beliefs" (Schein, 1986, p.93). A leader who recognizes the potential for cultural change or enhancement with regards to

recruitment, selection, and promotion has the ability to fill key organizational positions with individuals who mirror the desired organizational culture.

A leader may also support the desired organizational culture by attending to more visible aspects within an organization such as:

1. Organizational structure and design.
2. Organizational systems and procedures.
3. Design of physical space, facades, buildings.
4. Stories about important events and people.
5. Formal statements of organizational philosophy, creeds, charters.

(Schein, 1986, p.96)

Bennis and Nanus (1985) in their study of 90 successful leaders identified a number of competencies which were present to some degree in each leader. Sashkin (1986; 1987; 1988) took these competencies and characteristics and configured them into five behavioral categories deemed essential to the creation of an effective culture. He noted that leaders must: (a) focus attention on specific issues of concern, emphasizing key points. It is essential that leaders involve other organizational members from various levels in the analyses, problem solving, and action planning; (b) be willing to take risks as opposed to simply accepting the status quo. Calculated risks that will probably result in success for the leader, the organization, and the members of the organization are essential to the creation of an effective culture; (c) communicate

skillfully, demonstrating understanding and empathy, while ensuring that effective two way communication takes place through the use of active listening. Leaders must also employ the use of feedback at all levels of the organization; (d) demonstrate consistency and trustworthiness. A leader exhibits this through behaviours such as expressing positions and sticking with them, and following through on commitments, and; (e) express active concern for people including one's self, thus modeling self regard, and reinforcing feelings of self worth in others by action.

The theories of transformational leadership and organizational cultural are very tightly intertwined to the degree that the two are considered inseparable (Sashkin & Fulmer, 1985; Schein, 1990). A leader must have a deep understanding of organizational culture in order to implement new visions and inspire worker commitment.

Job Satisfaction

One of the elements of organizational effectiveness affected by an organization's culture is the job satisfaction of organizational members, which is a "consistently strong predictor of citizenship behavior" (Kopelman, Brief, & Guzzo, 1990, p.302). Citizenship behaviors are very important to the effective functioning of

an organization. Kopelman, Brief, and Guzzo, (1990) noted that, "...productivity-relevant behaviors have been proposed to be influenced differentially by various cognitive sources of motivation as well as by how people feel at work or, more specifically, by their job satisfaction" (p.302).

Satisfaction may be described as "a function of the perceived relationship between what one wants from one's job and what one perceives it as offering" (Gerhart, 1987, p.366). Job satisfaction cannot be examined simply by studying one variable (Fryxell & Gordon, 1989; Gerhart, 1987; Locke, 1969). "Overall job satisfaction is the sum of the evaluations of the discriminable elements of which the job is composed" (Locke, 1969, p.4). No two individuals perceive job satisfaction in exactly the same manner. "Since job satisfaction can be construed several ways, most measurements of job satisfaction view it as a summation of several facets of work in one overall response" (Bullock, 1984, p.2). The summation of elements involves factors such as pay, security, supervision, promotions, coworkers, nature of work, and policies and procedures of the organization (Fryxell & Gordon, 1989; Kikulis, 1987; Locke, 1986).

No two individual's perceptions are exactly the same. Consequently, attempts to advocate an all-encompassing formula for measuring job satisfaction may be a presumptuous effort. Each individual will have varying personality traits

and needs that can have a moderating effect on the organizational elements affecting job satisfaction (Arvey, Abraham, Bouchard & Segal, 1989; Bullock, 1984; Cheloha & Farr, 1980). Variance between what the individual desires and what the job is perceived as offering impacts an individual's personal level of job satisfaction (Rice, Bennett & McFarlin, 1989). Discrepancies between current job experiences and standards of comparison play a key role in determining satisfaction (Rice, Bennett & McFarlin, 1989).

Individuals may be born with genetic tendencies which significantly moderate the impact of job circumstances on job satisfaction (Arvey, Abraham, Bouchard & Segal, 1989). "Stable individual differences might be as important a factor in determining job attitudes as that of the job or work environment itself (Arvey, Abraham, Bouchard & Segal, 1989). The purpose of studying job satisfaction is to establish a framework based on generalities derived from research to aid leaders in their attempt to motivate followers and increase effectiveness.

Job satisfaction can impact "citizenship behaviors" which include components of prosocial organizational behaviors such as constructive or cooperative gestures that are not mandatory, but contribute to organizational effectiveness (Kopelman, Brief & Guzzo, 1990). Examples of such extra role behaviors include, "cooperating with others,

protecting the organization from unexpected dangers, and suggesting organizational improvements" (Kopelman, Brief & Guzzo, 1990, p.301). Job satisfaction will often result in workers going beyond expectations or simply carrying out the tasks outlined in their respective job description.

Rusbult, Farrell, Rogers and Mainous (1988) uncovered employee responses to dissatisfaction based on their previous satisfaction level. Four actions identified include: (a) exit, (b) neglect, (c) voice, and (d) loyalty.

"Exit" refers to leaving an organization by quitting, transferring, searching for a different job, or thinking about quitting (Rusbult, Farrell, Rogers and Mainous, 1988). "Neglect" refers to passively allowing conditions to deteriorate through reduced interest or effort, chronic lateness or absence, using company time for personal business, or increased error rate (Rusbult, Farrell, Rogers and Mainous, 1988). "Voice" describes actively and constructively trying to improve conditions through discussing problems with a supervisor or co-workers, taking action to solve problems, suggesting solutions, seeking help from an outside agency like a union, or whistle blowing (Rusbult, Farrell, Rodgers and Mainous 1988). "Loyalty" means passively but optimistically waiting for conditions to improve. Examples of "loyalty" including, giving public and private support to the organization, waiting and hoping for

improvement, or practicing good citizenship (Rusbult, Farrell, Rogers & Mainous, 1988).

Employees with high levels of overall job satisfaction and high prior satisfaction were more likely to engage in the constructive behaviors of voice and loyalty when problems arise and less likely to engage in the destructive behaviors of exit and neglect than employees with low overall satisfaction. (Rusbult, Farrell, Rogers & Mainous, 1988, p.603)

An individual with a higher level of prior and current job satisfaction is more likely to engage in constructive behaviors when problems arise, which inevitably must enhance organizational effectiveness. "No organization can guarantee uniformly high satisfaction, and understanding the ways in which workers react to lapses in job satisfaction is central to understanding overall organizational effectiveness" (Rusbult, Farrell, Rogers & Mainous, 1988, p.599).

Leadership and Job Satisfaction

An effective transformational leader must maintain a focus on people as well as the organization (Burns, 1978; Sashkin, 1986; Tichy & Devanna, 1986). A leader who neglects the human relations aspect of leadership can significantly diminish the satisfaction of employees. "Typically between 60% and 75% of workers surveyed reported that the worst or most stressful aspect of their job is their immediate supervisor" (Hogan, Raskin & Fazzini, 1990, p.74).

"Job satisfaction does not improve by itself" (Bullock, 1984, p.2). If job satisfaction is to be improved, some major steps need to be undertaken. Leaders interested in heightening job satisfaction levels in the work force need to be aware of the wide range of factors which the area of job satisfaction encompasses (Bullock, 1984). "Most social scientists and managers agree that leaders have a significant impact on subordinates. It is frequently argued that employee satisfaction could be improved if leadership were improved" (Bullock, 1984, p.7).

The area of transformational leadership focuses on the raising of follower's consciousness by appealing to higher ideals and values such as liberty, equality, peace, and humanitarianism (Burns, 1978; Bennis & Nanus, 1985; Sashkin, 1986; Yukl, 1989). Leaders are responsible for creating and perceiving organizational culture and climate (Sashkin & Fulmer, 1985; Schein, 1990). "Research and thinking about the causes of job satisfaction suggest that each dimension of climate is likely correlate of satisfaction" (Kopelman, Brief & Guzzo, 1990, p.303).

Evidence clearly exists to support the notion that leaders have a significant impact on employee job satisfaction levels (Bullock, 1984; Hogan, Raskin & Fazzini, 1990; Kopelman, Brief & Guzzo, 1990).

Based on the literature reviewed in this section there is sufficient evidence to warrant an investigation into whether or not a main effect exists for transformational leadership, on two dependant variables: (a) organizational culture and; (b) employee job satisfaction.

CHAPTER III

METHODOLOGY

The research procedures and rationale for the design of this study on transformational leadership, organizational culture and job satisfaction within the YMCA are outlined in this chapter. The main sections of this chapter include:

(a) Research Questions and Hypotheses Construction; (b) Instrumentation including: (i) Leader Behavior Questionnaire (LBQ), (ii) Organizational Culture Assessment Questionnaire (OCAQ), and (iii) Job In General (JIG); (c) Study Description; (d) Statistical Procedures, and; (e) Pilot Study,

Research Questions and Hypothesis Construction

The researcher endeavors to answer the following two research questions:

1. Does a significant difference exist between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders?

2. Does a significant difference exist between the employee satisfaction scores of organizations administered by high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders?

The following six hypotheses and were constructed to address the first research question.

H1 - There is a significant difference between the total culture scores of organizations administered by high transformational leaders and the culture scores of organizations administered by low transformational leaders.

H2 - There is a significant difference between the "culture strength" scores of organizations administered by high transformational leaders and the "culture strength" scores of organizations administered by low transformational leaders.

H3 - There is a significant difference between the "customer orientation" scores of organizations administered by high transformational leaders and the "customer orientation" scores of organizations administered by low transformational leaders.

H4 - There is a significant difference between the "coordinated team work" scores of organizations administered by high transformational leaders and the "coordinated team work" scores of organizations administered by low transformational leaders.

H5 - There is a significant difference between the "managing change" scores of organizations administered by high transformational leaders and the "managing change" scores of organizations administered by low transformational leaders.

H6 - There is a significant difference between the "achieving goals" scores of organizations administered by high transformational leaders and the "achieving goals" scores of organizations administered by low transformational leaders.

The following hypothesis was constructed to test the second research question.

H7 - There is a significant difference between the employee satisfaction scores of organizations administered by high transformational leaders and employee satisfaction scores of organizations administered by low transformational leaders.

Instrumentation

Three instruments were presented to the subjects in the collection of data for each branch of the YMCA: (a) The Leader Behavior Questionnaire (LBQ) designed to measure the transformational leadership tendencies of an individual; (b) Organizational Culture Assessment Questionnaire (OCAQ) designed to identify the strength and type of organizational culture present in the respective setting, and; (c) The Job In General Questionnaire (JIG) to assess employees' overall satisfaction with their job. Each of the instruments were used with permission of the original creators and have been tested for reliability and face validity. An explanation of each instrument is presented in the next section.

Leader Behavior Questionnaire (LBQ)

The LBQ is a summative scale instrument used to measure the transformational leadership scores of the Y.M.C.A executive directors. The instrument is designed to provide "self" and "other" measures of the leadership tendencies of the administrative head. Specifically, a leader's perception of their leadership characteristics and tendencies (LBQ self) and/or the subordinate's perceptions of their leader's transformational leadership tendencies (LBQ other) are uncovered through the analyses of data produced by the instrument. The LBQ was developed by Sashkin (1989) and is based on the work of prominent leadership theorists and for the purposes of this study was considered content valid. The LBQ (self) and LBQ (other) are presented in Appendix B and C respectively.

The instrument has been used in several settings such as: (a) mid level managers in a rural electric utility; (b) "fast track" plant managers in an international manufacturing corporation; (c) executive program MBA students in a large urban university in the southeastern United States, and; (d) evening MBA students in a large metropolitan area in the mid Atlantic United States (Valley, 1986, p.65). The LBQ has also been used to study the leader behaviors of pastors related to church growth. In the area of sport and recreation the 1989 edition of the LBQ has been

used by Weese (1991) to study the leadership behaviors of Campus Recreation Directors in the Big Ten and Mid American conference in the United States. Squire (1989) used an earlier version (1985) of the LBQ instrument to analyze the leadership behaviors of Canadian amateur sport chief executive officers and presidents of amateur sport organizations. The internal consistency assessments (Cronbach alphas) are presented in Appendix D and the LBQ (self) norms and LBQ (other) norms are presented in Appendix E.

The LBQ is partitioned into three indices (see Appendix F) which include: (a) transformational leadership behavior scale, (b) transformational leadership culture building scale, and (c) transformational leadership characteristics scale. For the purpose of this study, only the total transformational leadership score was used for each Y.M.C.A. Executive Director.

Each individual questionnaire yields a maximum leadership score of 250 points and a minimum score of 50 points. The higher the leader scores on the LBQ, the higher the degree of transformational leadership they are perceived to exhibit. The instrument utilizes a five point summative scale scoring system and produces interval data. Respondents must select from one of five responses which range from: "completely true, "mostly true", "somewhat true", "a little

true", and "not at all true".

Organizational Culture Assessment Questionnaire

The Organizational Culture Assessment Questionnaire (OCAQ) was developed to identify and understand the nature of the culture within an organization (Sashkin, 1990). "The OCAQ is built firmly on a base of over 50 years of research and theory in the sociology of organizations" (Sashkin, 1990, p.1). The instrument was designed with the intention of measuring the way that people in an organization think and act, which is reflective of the pervading culture.

The OCAQ is comprised of 30 questions scored on a five point scale (see Appendix G). The instrument produces a measurement of four culture building activities which include: managing change, achieving goals, coordinating teamwork, customer orientation as well as a measure of culture strength (see Table 1). Each of the five OCAQ scales has six items, with each item score ranging from 1 (low) to 5 (high). The overall scale scores for each respondent can range from a low of 6 to a high of 30, and the OCAQ total score ranges from a low of 30 or as high as 150. The questions were developed by an expert in the organizational culture area and are based on the acclaimed work of Schein (1990), Deal and Kennedy (1982) and Talcott Parsons (1960). For the purposes of this research, the OCAQ was deemed to be content valid. The OCAQ is a relatively new

TABLE 1

Organizational Cultural Assessment Questionnaire Scales#1 - Managing Change (Items 1, 6, 11, 16, 21, 26)

Assess the degree to which the respondents see the organization as effective in adapting to and managing change.

#2 - Achieving Goals (Items 2, 7, 12, 17, 22, 27)

Asks respondents to describe how effective the organization is in achieving goals, the extent to which there are coherent and shared (aligned) goals, and the degree to which shared values support improvement and achievement rather than the status quo.

#3 - Coordinated Teamwork (Items 3, 8, 13, 18, 23, 28)

Assesses the extent to which the organization is effective in coordinating the work of individuals and groups.

#4 - Customer Orientation (Items 4, 9, 14, 19, 24, 29)

Assesses the extent to which the organizational activities are directed toward identifying and meeting the needs and goals of clients and customers.

#5 - Cultural Strength (Items 5, 10, 15, 20, 25, 30)

Assesses the strength of the organizations culture, asking respondents to report on the extent to which people agree on values and examining the extent to which certain "meta-values" are present, such as the belief that people should support their views with facts. An organization can conceivably rate high on this scale and low on all others, and that would indicate the most negative condition possible; a strong but dysfunctional organizational culture.

(Sashkin, 1990, p.9-11)

instrument that produces scale scores. The scale scores from three previous studies using the OCAQ are presented in Table 2. The norms for each scale have been established by the instrument author and appear in Table 3. An assessment of the internal consistency of the OCAQ was derived from the results of a pilot study (Wallace, 1992) in which 17 Detroit YMCA organizations were sampled. The results of these reliability computations are presented in Table 4. Due to the some of the low Cronbach alpha scores produced by the OCAQ the researcher conducted an exploratory factor analysis to uncover which items were related and accounted for the greatest amount a variance. "A factor analysis is a statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables". (Norusis, 1985, p.125) The principle components factor analysis uncovered the basic underlying structure of the OCAQ instrument.

Similar to the OCAQ instrument, five factors were identified by the factor analysis although they differed from the composition of the OCAQ instrument (see Table 5). The first group of questions which loaded on the first factor and accounted for the majority of the variance dealt with the internal organizational dynamics of an organization. Factor one focused on the inter organizational

Table 2

Organizational Culture Assessment Questionnaire Scale Scores

		Managing Change	Achieving Goals	Coord Teamwork	Customer Orient	Culture Strength	Total
I	Mean	19.9	18.0	18.2	18.6	17.8	91.8
	SD *	4.34	2.89	3.02	3.00	2.29	11.1
II	Mean	23.8	19.8	22.0	18.9	19.7	104.1
	SD *	3.12	3.76	1.72	2.09	1.89	9.1
III	Mean	20.2	18.1	20.6	15.2	18.9	93.0
	SD *	3.62	3.36	3.08	2.82	2.90	11.1

I = Hospital administrators medical center (N=12)

II = Managers in a simulation training activity (N=22)

III = Managers in a simulation training activity (N=19)

* Standard Deviation

(Sashkin, 1990, p.11)

Table 3

Organizational Culture Assessment Questionnaire Norms

	<u>Managing Change</u>	<u>Achieving Goals</u>	<u>Coordinated Teamwork</u>	<u>Customer Orientation</u>	<u>Culture Strength</u>	<u>Total</u>
very high	30	28-30	28-30	25-30	26-30	119+
high	26-29	23-27	24-27	21-24	22-25	108-118
avg	19-25	16-22	18-23	15-20	17-21	87-107
low	15-18	11-15	14-17	11-14	13-16	76-86
very low	6-14	6-10	6-13	6-10	6-12	30-75

(Sashkin, 1990, p.12)

Table 4

Cronbach Alpha Reliability for the Organizational
Culture Assessment Questionnaire (OCAQ)

<u>Cronbach alpha</u>		
<u>Indice</u>	<u>Wallace (Pilot) (1992)</u>	<u>General Electric Employees (1992)</u>
1. Managing Change	.73	.65
2. Achieving Goals	.60	.45
3. Team Work	.30	.39
4. Customer Orientation	.02 *	.39 ***
5. Culture Strength	.00 **	- .39
Total	.81	.78

* omitting question 14 of the OCAQ "customer orientation" indice increases the Cronbach alpha from .02 to .62

** omitting question 25 of the OCAQ "culture strength" indice increases the Cronbach alpha from .00 to .47

*** omitting question 14 of the OCAQ "customer orientation" indice increases the Cronbach alpha from .39 to .78

Note: Reverse scoring question 14 of the OCAQ "customer orientation" indice increases the Cronbach alpha to .74. This question will be reverse scored for the study data analyses.

Due to the inadequate interitem reliability measures for the culture strength indice, this scale will be eliminated from the research project.

Table 5

OCAQ Factor Analysis

N = 1063 General Electric Employees (1992)

Factor #1

Internal Organizational Dynamics

Item #	Statement	Factor Loading
#2	In this organization people have clearly defined goals	.643
#10	This organization has developed a stable pattern of shared beliefs, and norms of behavior.	.637
#11	When changes are necessary, everyone in this organization has a clear idea of what sorts of activities are and are not acceptable.	.667
#17	People in this organization deal effectively with problems that involve defining and attaining goals.	.613
#18	People in this organization clearly understand their job assignments and how these relate to the job assignments of others in the organization with whom they must work.	.627
#23	People in this organization believe in working together collaboratively, preferring cooperation over competition.	.518
#30	In this organization everyone strongly believes in a set of shared basic values and how people should work together to solve common problems and reach shared objectives.	.547

Total variance explained by factor #1 = 29.95%

Eigenvalue of factor #1 = 8.97

Table 5 continued

Factor #2

External Organizational Change Cues

Item #	Statement	Factor Loading
#15	People in this organization rely on one another to understand what is really happening and why.	-.537
#26	In this organization we strongly believe in making our outside stakeholders (customers, suppliers, etc.) into valued allies.	.562
#27	Taking action to attain goals is valued in this organization more than maintaining the status quo.	.577
#29	People in this organization believe that listening to what clients and customers have to say is critical if we are to reach our goals.	.567

Total variance explained by factor #2 = 5.80%

Eigenvalue of factor #2 = 1.74

Table 5 continued

Factor #3

Product Development and Customer Satisfaction

Item #	Statement	Factor Loading
#4	This organization provides personalized attention to all its clients and customers.	.584
#14	This organization concentrates on new products and services for which the customers demand can be developed.	-.729
#19	This organization develops products/services that are natural extensions of existing product lines and market strengths.	.592
#24	In this organization people agree that when experimenting with new products or services we must make sure that these are things that our customers and clients need and want.	.555

Total variance explained by factor #3 = 4.47%

Eigenvalue of factor #3 = 1.34

Factor #4

Organization Initiative and Cohesion

Item #	Statement	Factor Loading
#7	In this organization people try to do their best, with little pressure to strive for specific goals.	.542
#8	People in this organization believe in letting everyone do his or her "own thing".	.735
#25	It is accepted in this organization that people usually have their own ways of making sense of situations.	.555

Total variance explained by factor #4 = 4.03%

Eigenvalue of factor #4 = 1.21

Factor #5

Internal Organizational Barriers to Adaptation

Item #	Statement	Factor Loading
#6	People in this organization agree that there is no point in trying to cope with conditions imposed on us from outside.	.593
#13	In this organization management believes in making sure that everything happens according to the plans made at higher levels (Executive Directors).	.510
#16	In this organization the pressure to maintain the status quo is so great that if major changes were required for the organization to survive, it might not.	.553

Total variance explained by factor #5 = 3.70%

Eigenvalue of factor #5 = 1.11

expectations and protocol. Factor two was labelled external organizational change cues. This factor focused on external information sources which prompt an organization to take action. The third factor was labelled product development and customer satisfaction. This factor closely aligned itself with the customer orientation organizational culture variable. Factor four was labelled organization initiation and cohesion. This factor dealt with the perceived motivational devices and group cohesion. The fifth and final factor was labelled internal organizational barriers to adaptation. This factor dealt with perceived organizational norms which may account for an organization's inability to adapt to a changing environment.

The researcher employed a default criterion to select the factors to use in this model. Only factors that account for variances greater than one (the eigenvalue is greater than 1.0) were included. The cumulative variance accounted for by the five factors emerging from the factor analysis was 48 percent.

Developing a positive organizational culture has been identified as a critical aspect of the leader's role (Bennis, 1984; Bennis & Nanus, 1985; Sashkin, 1986; Schein, 1985). Schein (1985) noted that this function of creating a positive organizational culture was the most important

function of leaders. Sashkin (1988) confirmed that individuals scoring high in visionary leadership as measured by the LBQ instrument: (a) lead more productive organizations, (b) have more satisfied employees, and (c) lead organizations that possess a stronger organizational culture related to the Parsonian functions.

Job In General Index

The JIG scale was developed to accompany and complement the Job Descriptive Index (JDI). The JDI has been described as the most carefully developed and most thoroughly researched measure of an employee job satisfaction (Kikulis, 1987; Roznowski, 1989). "It has provided researchers and practitioners with a set of scales that have largely met their needs for valid measurement of job and work-role effect in a wide variety of settings" (Roznowski, p. 805).

"The benefits of an instrument with the impressive psychometric credentials of the JDI are obvious: They are (a) reliable and valid assessments; (b) general applicability; (c) comparability of results across studies, manipulations, and organizational contexts; and (d) longitudinal comparisons. (Roznowski, 1989, p. 805)

Job satisfaction is a variable in this research and is measured using the JIG. From the beginning of the development of the Job Descriptive Index, the need for an overall evaluation of how individuals feel about their jobs was recognized (Balzer & Smith, 1990). Job satisfaction, conceptualized as an overall, integrative feeling of

satisfaction when all aspects of the job are considered is the definition that guided the development of the JIG (Ironson, Smith, Brannick, Gibson & Paul, 1989). Although the five scales of the JDI (satisfaction with work, satisfaction with pay, satisfaction with promotions, satisfaction with supervision and satisfaction with people on present job) provide the beginning of a diagnostic strategy for identifying strong and weak points in the principal areas of job satisfaction, they did not provide the information necessary to assess overall job satisfaction (Balzer & Smith, 1990).

Overall employee satisfaction is distinct from the facet satisfactions in several ways. First of all, facet scales omit some areas that may be important to an individual when evaluating his or her overall satisfaction (Scarpello & Campbell, 1983). Secondly, facet scales often include only descriptive items or have a mix of both descriptive and evaluative items. Due to the belief that evaluative items better reflect the general affective components of the individual's overall satisfaction, facet measures may not adequately reflect these aspects of satisfaction and hence, may be less valid predictors of behavior (Balzer & Smith, 1990).

Thirdly, time perspectives may differ between facet and global scales. Responses to items about the job may have at

least two different frames of reference. They might have to do with long term considerations of the job, the job compared with other jobs, or the job as lifetime vocation. On the other hand, other questions might concern the immediate day-to-day operations of the worker on that job. The frame of reference for answering facet scales (such as the JDI) seems to be primarily short term, while the frame of reference for the JIG scale may be long term (Balzer & Smith, 1990).

Fourthly, simply adding facets or combining them in a weighted linear fashion for all individuals may not represent each individual's unique strategy for combining the facet areas of satisfaction into an overall rating of satisfaction. Although summing unweighted facets attempts to approximate an individual's cognitive judgement when forming an attitude regarding overall job satisfaction, it is more simplistic and potentially more valid to ask people for their overall judgement. Global scales permit respondents to do what comes naturally -- to combine aspects of the situation as they ordinarily think of them (Balzer & Smith, 1990).

The creators of the JIG (Ironson, Smith, Brannick, Gibson & Paul, 1989) attempted to take several criteria into consideration. They wanted a scale to have multiple items to furnish a valid estimate. They wanted the scale to be simple

to facilitate ease of reading and response rate from amongst diverse samples. They also wanted minimal overlap of content with the measures of different variables and therefore, the JIG should not describe job characteristics (Balzer & Smith, 1990).

The JIG is designed to be compatible with the JDI and therefore follows the same format. An adjective checklist was found to be more simplistic than using complex statements full of vague qualifying adverbs and phrases. As well, simple adjectives lower the reading level making it possible to administer the JDI to a wider range of employees (Balzer & Smith 1990). The response format is simplified to three responses "Yes", "No" and "?" if one could not decide. Subsequent research indicated that this simplified format was as reliable and valid as more complex response format (Johnson, Smith & Tucker, 1982). The scale is scored by assigning numerical values to the "Y" (yes), "N" (no) and "?" (cannot decide) responses. About half of the items are worded favorably so that the "Y" response indicates satisfaction. For these items "Y" receives 3 points, "N" receives 0 point, and "?" receives 1 point. The remaining items are worded unfavorably and thus a "Y" indicates dissatisfaction. These unfavorable items are reverse scored.

Based on a review of the literature and an expert panel, a collection of 42 evaluation adjectives and short

phrases concerning summary feelings about the job were assembled. Items were avoided that referred to specific facets or aspects of the job. Items were chosen that were evaluative and global rather than descriptive and specific and had a long term rather than a short term focus (Balzer & Smith, 1990). The list of 42 items was administered to a combined sample of 1149 employees using the JDI response format. Ironson et al, (1989) tentatively selected the best items from the 42 item pool using several criteria:

a. high item-total correlations. Results indicate that all r 's for the selected items were greater than .45 with a medium r equal to .65 (Balzer & Smith, 1990, p.51).

b. High loadings on the first principal component. A principal components analysis with VARIMAX rotation of all 42 items showed two clear but correlated factors. The first component was a general factor; typical items were "Better than most," "Rotten," "The pits," and "Acceptable." This component accounted for 67.8 percent of the variance. The second component was unmistakably stress. The five items loading highly on this component were "Stressful," "Tense," "Nerve-wracking," "Hectic," and "Pressured." This component accounted for 14.5 percent of the variance (Balzer & Smith, 1990, p.51).

c. adequately precise measurement throughout the satisfaction continuum. Here the authors considered the percent of respondents endorsing each item. In addition, 53 students rated each of the items for favorableness. Items were tentatively chosen to spread as evenly as possible across the range of favorableness while eliminating extremes (Balzer & Smith, 1990, p.51).

Analyses was performed on JIG data collected from 4490 respondents from various organizations. Extremes were eliminated, which included those answered either favorably

or unfavorably all the time. Those that did not discriminate among persons high and low on the underlying attitude continuum were also eliminated. The most discriminating items were chosen, and the items spaced across the favorableness continuum and with small standard errors at each of these positions selected. The resulting scale consisted of 18 global evaluative items which comprise the JIG scales. The JIG is presented in Appendix H. The reliability and validity assessments of the JIG appear in Table 6.

The JIG has not withstood the rigorous testing that the JDI has undergone through the years due to its recent development. The JIG has proven however, to be a reliable instrument as the item statistics for the JIG scale presented in Table 7 indicate.

Study Description

Research Design and Study Population

Transformational leadership, organizational culture, and job satisfaction were all variables under investigation in this study. The study, approved by the University of Windsor Human Ethics Committee, was an ex post facto design and therefore there was no manipulation of independent

Table 6

The Reliability and Validity Assessments of the Job in
General Scale

Reliability. In each of the samples from the Bowling Green data pool with $N > 100$, coefficient alpha reliability estimates exceeded .90 (Total $N = 3566$). The information function (calculated using latent trait theory), which gives the standard error of measurement at different levels of the latent trait, showed success in obtaining accurate measurements throughout the range (Balzer & Smith, 1990, p.52).

Validity. Several methods of validation are possible for a general satisfaction scale. Convergent validity was demonstrated by correlation with other global measures of satisfaction: The Bryfield-Rothe (1951) is a classic; also used was a rating scale with pre-scaled adjectives as anchors (Ironson & Smith, 1981), the "Faces" scale (Kunin, 1955) and a simple numerical rating scale (-100 to +100). Correlations with the JIG ranged from .66 to .80 (Balzer & Smith, 1990, p.52).

Construct Validity. was clearly evident in the pattern of correlations with 18 other tests for a sample of 670 employees. The JIG consistently correlated more highly with global measures including intention to leave, life satisfaction, identification with the work organization, and trust in management, While the Pay, Promotions, Supervision, and Coworkers scale correlated more highly with relevant specific measures. Furthermore, a treatment designed to improve supervisory behavior showed substantial improvement in the JDI supervision scale within a few months, but not in the overall JIG measures, which is as one would expect for a short term versus long term measure (Balzer & Smith, 1990, p.52).

Table 7

Item Statistics for the Job in General ScaleIRTParameters b

<u>Item</u>	<u>Item</u> <u>Total r</u>	<u>% responding</u> <u>favorably</u>	<u>a</u>	<u>b</u>
Pleasant	.72	64	1.58	-.37
Bad c	.71	83	1.59	-1.19
Ideal	.52	28	.86	1.18
Waste of Time c	.55	88	.90	-1.95
Good	.73	79	1.65	-.95
Undesirable c	.67	83	1.33	-1.28
Worthwhile	.67	85	1.34	-1.38
Worse than most c	.59	84	.86	-1.60
Acceptable	.68	80	1.24	-1.14
Superior	.48	23	.84	1.50
Better than most	.59	67	.76	-.69
Disagreeable c	.64	72	1.05	-.79
Makes me content	.59	49	.88	.19
Inadequate c	.66	68	1.15	-.58
Excellent	.59	32	1.34	.81
Rotten c	.58	85	.89	-1.67
Enjoyable	.74	69	1.61	-.54
Poor c	.67	82	1.27	-1.20

The Sample consisted of civil service workers in a large county in Florida, N= 1,053.

Favorable responses are yes to a positive item and no to a negative item.

Proportion responding yes ranged from .05 to .85. b Item response theory (IRT) parameters; a=discriminant (favorability)

parameter c = Reverse scored

(Ironson, Smith, Brannick, Gibson & Paul, 1989, p.195)

variables. The subjects in this study were categorized into high and low leadership groups on the basis of their cumulative LBQ self and subordinate LBQ other scores. The researcher attempted to measure and explain the variability in the organizational culture and job satisfaction scores based on the varying levels of the transformational leadership scores.

The population of this study was all 69 YMCA organizations in Canada. The YMCA branches were identified from the most recent national YMCA Personnel Directory (November 1, 1991) provided by the Windsor branch. The complete listing of the YMCA organizations surveyed appears in Appendix I. The YMCA organizations were selected due to their large number and consistency in basic structure.

Each YMCA may differ with regards to the programs offered and the number of staff and members involved, however, the similarity in organizational structure was apparent from the 1991 YMCA Personnel Directory. The Chief Executive Officers of each YMCA branch were selected as the executive leader. This selection was based on the individuals' hierarchical position within the organization. Although the Chief Executive Officer of each individual branch must work within the stated boundaries of the YMCA philosophy and goals, the Chief Executive Officer has considerable autonomy in the implementation and offering of

programs as well as the administration and leadership of his or her staff (Downer, D. Personal Communication, May 15th, 1992; Kasimer, S. Personnel Communication, February, 18, 1992).

Data was collected from the YMCA organizations in two waves between July 17th, 1992 and September 25th, 1992. This research was conducted in two segments. The LBQ was distributed in the first segment to every YMCA organization in Canada. Each Canadian YMCA organization received an LBQ (self) for the Chief Executive Officer to secure subordinate perceptions of their CEO's transformational leadership tendencies. The subordinates for this first segment of this study included only those individuals in upper management or high ranking positions within each YMCA.

The selection of subordinates for this research was accomplished using a stratified random sampling technique. The researcher specified the criteria with which the Chief Executive Officer used to secure the involvement of subordinates. Only subordinates structured one hierarchical level below the Chief Executive Officer in the organizational chart and individuals who have worked in their position for more than one year were eligible for selection. Subordinate "A" was the most senior level one staff member. Subordinate "B" was the level one staff who's

surname began with the letter closest to the letter "A" in the alphabet.

The sampling frame provided a means of identifying and locating the study population elements as well as providing information concerning stratification and clustering (Kalton, 1983). Frame error occurs when incongruence exists between a list of the population and the actual population (Weese, 1991). Frame error in this study was controlled by using the most current YMCA Personnel Directory (November 1, 1991) that existed, containing complete information regarding every YMCA in Canada.

Selection error occurs when subjects appear more than once on a frame list and thus their chances of being chosen as part of the study increases (Weese, 1991). Every Chief Executive Officer in Canada was given the opportunity to participate, and thus selection error was controlled. Selection error was further controlled by random selection of subordinates employed in the first phase of the research and the inclusion of all personnel listed in the second phase. Furthermore, the subject selection procedure used was not affected by the duplication of names.

Sampling error was not a problem due to the fact that all YMCA's were surveyed. Therefore, the external validity of this research was not adversely affected. The subordinates selected in this study all had an equal

probability of being selected if they met the selection criteria.

The second segment of the research involved the distribution of the OCAQ and the JIG. The researcher selected 24 YMCA organizations to participate in this phase of the research. The top 12 organizations that were administered by the Chief Executive Officer scoring the highest on the LBQ, as well as the bottom 12 organizations that were administered by the Chief Executive Officer scoring the lowest on the LBQ were selected to participate. The OCAQ and the JIG were distributed to the 24 organizations. All subordinates appearing on the 1991 YMCA Personnel Directory were included in the study.

Data Collection Procedures

Permission to conduct the study was sought from the President and Chief Executive Officer of YMCA Canada. The study commenced upon securing permission from YMCA Canada to conduct the study.

In the first segment of research, the Chief Executive Officers were sent a pre-study information letter (see Appendix J) making them aware of the research and the materials that were being mailed to them. Each of the Chief Executive Officers was sent a questionnaire package including an instructional letter (see Appendix K), an LBQ

(self) instrument and a study participant form (see Appendix L). Each subordinate package included an instructional letter (see Appendix M) and an LBQ (other). The three individually sealed packages were mailed flat in a single envelope. Each package contained a self addressed, stamped envelope to encourage maximum return rates. All questionnaires were coded to facilitate the data analyses.

Chief Executive Officers were asked to assess their own leadership tendencies (LBQ self). Subordinates were instructed to evaluate the leadership tendencies of their Chief Executive Officer (LBQ other). All respondents were given the researcher's assurance of confidentiality. Subjects were asked to complete and mail the materials within three days.

Respondents were instructed to place their completed questionnaire in the sealed, self-addressed, pre-stamped envelope and return the package directly to the researcher. The subjects were also given the option of faxing their information to the University of Windsor.

A three step non-response procedure was enacted to maximize return rates. Subjects who had not responded within 14 days of the initial mail out were faxed a reminder memorandum (see Appendix N). After 21 days of the initial mailing, a reminder phone call was placed to the non-respondents. Subjects who indicated that they had misplaced

their research package, were immediately forwarded another package. After 30 days had expired from the initiation of this study non-respondents were eliminated from the study.

Upon analyzing the LBQ scores of participating YMCA organizations, 24 were selected for the second phase of this research. The top 12 organizations with the Chief Executive Officers scoring the highest on the LBQ were designated as the high transformational leadership group and the bottom 12 organizations with the Chief Executive Officers scoring the lowest on the LBQ were designated as the low transformational leadership group.

The 24 Chief Executive Officers of the selected YMCA organizations were all forwarded a memo (see Appendix O) thanking them for their participation in the first phase of research, and informing them of the second phase of research for which their organization had been selected.

The selected Chief Executive Officers were each mailed a phase two research package and asked to distribute the contents. This package contained an instructional letter (see Appendix P) describing the specific instructions for distributing the Organizational Culture Assessment Questionnaire and Job In General questionnaires which were also enclosed. Every organizational member whose name appeared on the enclosed copy of the 1991 YMCA Personnel Directory was selected to complete the OCAQ and the JIG

instrument. Two additional copies of the OCAQ and the JIG were included in the package, in the event that any relevant individuals within the YMCA organization that did not appear in the YMCA 1991 Personnel Directory were not excluded from the study. Each subject was provided with a stamped, self addressed envelope to help facilitate maximum return rates.

The three step non-response procedure used in phase one of the research was again enacted to maximize return rates. Subjects who had not responded within 14 days of the initial mail out were forwarded a reminder memo. After 21 days of the initial mailing, a reminder phone call was placed to the non-respondents. Subjects who indicated that they had misplaced their research package were immediately forwarded another package. After 30 days had expired from the initiation of this study non respondents were eliminated from the study.

The failure to collect the survey data from the sampled elements is a problem with this type of research (Kalton, 1983).

The cause for concern about non-response is the risk that non-respondents will differ from the respondents with regard to the survey variables, in which case the survey estimates based on respondents alone will be biased estimates of the overall population parameters. (Kalton, 1983, 63)

Data Analyses

The statistical procedures utilized to analyze the data are outlined in this section. The researcher used the

computer consulting service of the University of Windsor. Statistical computations were facilitated through the use of the SAS computer package on the University of Windsor main frame computer.

The t-test is used to determine whether a significant difference existed between the mean scores of two independently randomly sampled groups (Horvath, 1985). This statistical treatment was utilized to determine if a significant difference existed between the high transformational leadership group and the low transformational leadership group as measured by the LBQ instrument. In addition interrater reliability computations were also calculated between the LBQ self and LBQ other scores. The computed values were compared to the critical values at the .05 level of significance for both computations.

A multivariate analysis of variance was used to address the first research question that sought to determine whether a significant differences exist between the high and low leadership groups (LBQ measured) on the six organizational culture variables (OCAQ measured) at the .05 level of significance. The MANOVA statistical treatment assisted the researcher in determining whether significant differences exist between the: (a) total OCAQ scores, (b) managing change scores, (c) achieving goals scores, (d)

coordinated team work scores, (e) customer orientation scores, and (f) culture strength scores of YMCA organizations administered by high transformational leaders and YMCA organizations administered by low transformational leaders. These analyses for differences were computed simultaneously without reducing the alpha level through the use of the MANOVA statistical treatment. The MANOVA is an appropriate statistical treatment for determining whether significant differences exist among multiple independent and dependent variables (Tabachnick & Fidell, 1983).

The second research objective called for the researcher to determine whether a significant difference (.05 level of significance) existed between the high transformational leadership group and the low transformational leadership on employee job satisfaction measures (JIG data). The MANOVA statistical treatment facilitated the statistical analyses that allowed the researcher to address the second research question. This calculation was computed in conjunction with the data analysis for the first research question.

Pilot Study

A pilot study was carried out using the YMCA organizations in the Detroit area. The YMCA is an

international organization and the Detroit YMCA organizational structures do not differ from Canadian YMCA organizations used in this study.

The researcher employed all of the research procedures in the pilot study that were scheduled to unfold in the thesis research. The pilot study provided a valuable opportunity to evaluate and modify all methods, instructions, instruments, data collection and evaluation procedures. Due to the similarity between the pilot study group and the population selected for this study, the data produced in the pilot study allowed for the statistical computation to be completed as well as an opportunity to conduct additional validity and reliability assessments on the study instruments. A complete list of the results of the pilot study are presented in Appendix Q.

CHAPTER IV

RESULTS

This chapter contains the results of the statistical treatments administered to the quantitative data produced by the data collection procedures. The quantitative data were obtained by using the three instruments specifically designed to measure transformational leadership (LBQ), organizational culture (OCAQ) and employee job satisfaction (JIG) within Canadian YMCA organizations. The reliability tests for the LBQ and OCAQ on the data produced from this research are also presented in this chapter.

This chapter is presented in four main sections which include: (a) Reliability of Measures; (b) Transformational Leadership, (c) Organizational Culture; (d) Job Satisfaction, and (d) Research Questions and Hypotheses Testing.

Reliability of Measures

An interitem reliability score of .93 was realized for the LBQ instrument. Additional LBQ interitem reliability computations (Cronbach alphas) carried out by the researcher on the study data set appear in Appendix B.

In an effort to address the concern that perhaps individuals who complete evaluations on themselves tend to rate themselves higher in comparison to how others evaluate

them, the researcher computed a statistical measure of interrater reliability on the LBQ (self) and LBQ (other) scores to determine if the scores were statistically correlated. A Pearson product-moment coefficient of .52 was computed between the LBQ (self) and LBQ (other) scores. A statistically significant relationship was uncovered at the .05 level of significance. The researcher did however, discover that the LBQ (self) scores were 15 points higher ($X = 210.6$) than the LBQ (other) scores ($X = 195.7$).

Cronbach alpha coefficients were computed to determine the interitem reliability ratings for each of the OCAQ scales. Due to the negative correlation produced by item #14 of the customer orientation scale with the other questions comprising the scale the researcher reversed scored this item. The results of this refinement to the OCAQ instrument increased the customer orientation scale score from a interitem reliability measure of .39 to a .74 coefficient.

The researcher was unable to attain an acceptable reliability measure for the culture strength scale and thus any measures collected on this scale were not included in the statistical analysis performed in this study. These computations are presented in Table 8.

Table 8

Cronbach Alpha Reliability Measures for the OCAQ

	Cronbach's alpha

<u>Indices</u>	<u>OCAQ</u> <u>(122)</u>
1. Managing Change	0.68
2. Achieving Goals	0.52
3. Coordinated Teamwork	0.49
4. Customer Orientation	0.74
5. Cultural Strength	- 0.23 *
Total Culture Score	0.80

* - due to the inability of the culture strength variable to produce an acceptable reliability measure it was excluded from the statistical analysis.

Note: Although indices 2 & 3 produce low reliability measures they were deemed acceptable for this study. One must, however, accept these results with caution.

Transformational Leadership

The first phase of data collection procedures involved the distribution of the LBQ questionnaires. The Chief Executive Officer and two senior subordinates from each of the 69 YMCA organizations in Canada were asked to complete the LBQ questionnaire relative to the executive leader in their respective setting. There were 207 questionnaires distributed and 103 returned, for a response rate of 49.76 percent. One CEO notified the researcher that his respective YMCA was unable to participate, due to the fact that he did not meet the one year length of service requirement as specified in the methodology section of Chapter III. The researcher collected complete data sets (one LBQ (self) form and two LBQ (other) forms) from 28 organizations.

An overall return rate of 40.58 percent of complete data sets was realized from the 69 ($n = 28$) YMCA organizations. The researcher felt that this return rate was acceptable. "Response to mail questionnaires are generally low. Returns of less than 40 or 50 percent are common. Higher percentages are rare" (Kerlinger, 1973, p.414).

The researcher formed a high transformational leadership group and a low transformational leadership group on the basis of the collective LBQ scores for the CEO at each YMCA organization of each YMCA. The low transformational leadership group consisted of YMCA

organizations with the 12 lowest transformational leadership scores and the high transformational leadership group was comprised of the 12 YMCA organizations with the highest transformational leadership scores. The middle four organizations were eliminated to draw a clearer distinction between the high and low leadership groups. A two sample t-test revealed a significant difference ($t = 6.51$; $p = 0.00$) between the high and low transformational leadership groups (see Table 9).

The 12 high and 12 low transformational leadership groups were distributed a supply of OCAQ and JIG instruments for their respective organization. The exact number of instruments was determined by reviewing the 1991 YMCA Personnel Directory. In order to be considered for analysis in the second phase of research, each individual organization was required to return a minimum of four OCAQ and four JIG questionnaires to help insure an accurate representation of the organizational culture and satisfaction levels of staff members in each setting. Of the 24 organizations forwarded phase two research packages, nine of the high transformational leadership organizations and nine of the low transformational leadership organizations met the return criteria. A two sample t test confirmed that a significant difference existed ($t = 7.44$, ; $p = 0.28$) between the high transformational leadership group and

Table 9

Differences Between High and Low Transformational Leadership Groups

Group	Mean LBQ Score	Sample Size	Standard Deviation	t
High Group	215.4	12	18.48	6.51*
Low Group	184.1	12	46.33	

p = 0.00

* significant at the .05 level of significance

the low transformational leadership group at the .05 level of significance (see Table 10).

Organizational Culture

The OCAQ was distributed in the second phase of research to all full time staff members from the 24 participating YMCA organizations. Subjects from the 12 high transformational leadership organizations and the 12 low transformational leadership organizations were identified from the 1991 YMCA Personnel Directory.

Two hundred and seven questionnaires were forwarded to the organizations in the phase two data collection procedures. One hundred and twenty completed instruments were returned for a response rate of 58.94 percent. From an organizational perspective, 24 organizations were surveyed and 20 replied for an organizational response rate of 83 percent. The researcher set a minimum limit of four staff member responses per organization to reduce measurement error for the organizational culture measure. A total of 18 organizations (9 high and 9 low) met this response criterion level.

Job Satisfaction

The JDI was distributed in the second phase along with the OCAQ. The 24 YMCA organizations, including those individuals whose names appear on the 1991 YMCA Personnel

Table 10

Differences Between High and Low Transformational Leadership Groups

Group	Mean LBQ Score	Sample Size	Standard Deviation	t
High Group	216.7	9	7.26	7.44*
Low Group	188.1	9	8.96	

p = 0.00

* significant at the .05 level of significance

Directory were mailed a copy of the JDI. The return rate was 58.94 percent which was identical to the OCAQ response rate for the 24 organizations surveyed in this study. Some level of response was received by 20 organizations, for a response rate of 83.3 percent of the organizations surveyed. The researcher also set a minimum limit for the JDI returns of four responses per organization to ensure a more accurate representation for each organization.

Research Questions and Hypothesis Testing

A MANOVA was computed, which tested all multivariate effects using an approximate F-statistic based on Wilks-Lambda criteria. The MANOVA indicated an overall level of significance ($F = 4.64$, $p < .01$). Univariate analysis indicated a significant difference based on high transformational and low transformational leadership based on "total culture" ($F = 15.86$, $p < .05$), "customer orientation" ($F = 7.12$, $p < .05$), "coordinated teamwork" ($F = 9.20$, $p < .05$), "managing change" ($F = 21.42$, $p < .05$) and "achieving goals" ($F = 11.64$, $p < .05$). This resulted in the acceptance of hypotheses 1, 3, 4, 5 and 6 respectively. Hypothesis 2 could not be tested due to an inability to produce a reliable scale measure for this particular indice. Univariate analysis also indicated no significant difference

based on high transformational leaders and low transformational leaders based on employee job satisfaction ($F = 2.49, p > .05$).

The results of the specific computations along with the decisions relative to each of the hypotheses tested are presented in this section.

The first research question of this investigation was: Does a significant difference exist between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders?

The first hypothesis related to the first research question was:

H1 - There is a significant difference between the total culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders.

This research hypothesis was accepted ($F = 16.65, p < .05$). The difference between the high transformational leadership group and the low transformational leadership group based on total organizational culture scores is statistically presented in Table 11.

Table 11

Analyses of Variance for Total Culture

Source	df	ss	ms	F
Between Groups	1	20.48	20.48	15.86*
Within Groups	16	131.46	8.22	
Total	17	151.94		

p = .001

critical F value (1,16) = 4.49 (.05 level of confidence)

* significant

The second hypothesis related to the first research question was stated as:

- H2 - There is a significant difference between the "culture strength" scores of organizations administered by high transformational leaders and the "culture strength" scores of organizations administered by low transformational leaders.

This research hypothesis was not tested due to the low reliability results obtained on the culture strength scale analysis. The researcher was unable to conclude with any confidence that the culture strength scale of the OCAQ instrument in fact measures culture strength.

The third hypothesis related to the first research question was stated as:

- H3 - There is a significant difference between the "customer orientation" scores of organizations administered by high transformational leaders and the "customer orientation" scores of organizations administered by low transformational leaders.

This research hypothesis was also accepted ($F = 7.12$, $p < .05$). The difference between the high transformational leadership group and the low transformational leadership group based on customer orientation appears statistically in Table 12.

The fourth hypothesis for the first research question was:

- H4 - There is a significant difference between the "coordinated team work" scores of organizations administered by high transformational leaders and the "coordinated team work" scores of

Table 12

Analyses of Variance for Customer Orientation

Source	df	ss	ms	F
Between Groups	1	18.20	18.20	7.12*
Within Groups	16	40.92	2.56	
Total	17	59.12		

p = .017

critical F value (1,16) = 4.49 (.05 level of confidence)

* significant

organizations administered by low transformational leaders.

This research hypothesis was also accepted ($F = 4.49$, $p < .05$). The statistical difference between the high transformational leadership group and the low transformational leadership group based on coordinated teamwork is presented in Table 13.

The fifth hypothesis related to the first research question was stated as:

H5 - There is a significant difference between the "managing change" scores of organizations administered by high transformational leaders and the "managing change" scores of organizations administered by low transformational leaders.

This research hypothesis was also accepted ($F = 21.42$, $p < .05$). The difference between the high transformational leadership group and the low transformational leadership group based on managing change is statistically summarized in Table 14.

The sixth and final hypothesis related to the first research question was stated as:

H6 - There is a significant difference between the "achieving goals" scores of organizations administered by high transformational leaders and the "achieving goals" scores of organizations administered by low transformational leaders.

This research hypothesis was also accepted ($F = 11.64$, $p < .05$). The difference between the high transformational leadership group and the low transformational leadership

Table 13

Analyses of Variance for Coordinated Teamwork

Source	df	ss	ms	F
Between Groups	1	29.39	29.39	9.20 *
Within Groups	16	51.10	3.19	
Total	17	80.49		

p = .008

critical F value (1,16) = 4.49 (.05 level of confidence)

* significant

Table 14

Analyses of Variance for Managing Change

Source	df	ss	ms	F
Between Groups	1	26.89	26.89	21.42 *
Within Groups	16	20.08	1.26	
Total	17	46.97		

p = .0003

critical F value (1,16) = 4.49 (.05 level of confidence)

* significant

group based on achieving goals is statistically summarized in Table 15.

The second research question of this study was:

Does a significant difference exist between the employee satisfaction scores of organizations administered by the high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders?

One hypothesis was constructed to address this research question and was stated as:

H7 - There is a significant difference between the employee satisfaction scores of organizations administered by high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders.

This research hypothesis was not accepted ($F = 2.49, p > .05$). The difference between the high transformational leadership group and the low transformational leadership group is statistically summarized in Table 16.

Table 15

Analyses of Variance for Achieving Goals

Source	df	ss	ms	F
Between Groups	1	21.56	21.56	11.64 *
Within Groups	16	29.62	1.85	
Total	17	51.19		

p = .004

critical F value (1,16) = 4.49 (.05 level of confidence)

* significant

Table 16

Analyses of Variance for Employee Job Satisfaction

Source	df	ss	ms	F
Between Groups	1	20.48	20.48	2.49
Within Groups	16	131.46	8.22	
Total	17	151.94		

p = .134

critical F value (1,16) = 4.49 (.05 level of confidence)

CHAPTER V

DISCUSSION, SUMMARY, AND CONCLUSIONS

This descriptive, exploratory study was conducted to investigate the possible linkages between the executive transformational leadership, organizational culture, and employee job satisfaction within Canadian YMCA organizations. Included in this chapter is an interpretation of the results as well as the implications and conclusions drawn from the research. The chapter is partitioned into four sections which include (a) Summary and Interpretation of the Findings, (b) Conclusions, (c) Implications for the Canadian YMCA Organizations, and (d) Recommendations for Future Research.

Summary and Interpretation of the Findings

The organizational culture theoretical perspectives available in the literature (Sashkin, 1986, Schein, 1990) promote the assumption that the Chief Executive Officers of organizations who achieve higher transformational leadership scores would administer organizations that exhibited higher scores on each of the six organizational culture variables investigated in this study. The literature regarding the satisfaction of employees would also support the notion that organizations administered by high transformational Chief

Executive Officers would have more satisfied employees (Bullock, 1984; Burns, 1978; Sashkin, 1986). This research produced findings that offer some support to both notions although there must be some tempering of both opinions.

The researcher developed seven hypothesis to test two research questions. The decision rules for the acceptance or rejection of the hypotheses were made at the .05 confidence level. Both of the research questions, in concert with the accompanying research hypotheses and interpretation of the findings as well as answers to each research question, are presented in the following section.

Research Question #1

The first research question was:

1. Does a significant difference exist between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders?

Five of the six hypotheses were tested to answer the first research question. All five hypotheses were compared to a critical F value of 4.49 (df = (1,16); .05 level of confidence). A summary of the hypotheses and decisions related to this research question appear in Table 17.

The managing change culture variable produced a

Table 17

Hypotheses and Decisions for Research Question One

1. Does a significant difference exist between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders?	
Hypothesis	Decision
H1 - There is a significant difference between the total culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders.	ACCEPTED
H2 - There is a significant difference between the "culture strength" scores of organizations administered by high transformational leaders and the "culture strength" scores of organizations administered by low transformational leaders.	NO RESULT
H3 - There is a significant difference between the "customer orientation" scores of organizations administered by high transformational leaders and the "customer orientation" scores of organizations administered by low transformational leaders.	ACCEPTED
H4 - There is a significant difference between the "coordinated team work" scores of organizations administered by high transformational leaders and the "coordinated team work" scores of organizations administered by low transformational leaders.	ACCEPTED

Table 17 continued

H5 - There is a significant difference ACCEPTED
between the "managing change" scores of
organizations administered by high transformational
leaders and the "managing change" scores of
organizations administered by low transformational
leaders.

H6 - There is a significant difference ACCEPTED
between the "achieving goals" scores of
organizations administered by high transformational
leaders and the "achieving goals" scores of
organizations administered by low transformational
leaders.

critical F value of 15.86, which exceeded the critical F value of 4.49 ($df = (1,16)$; .05 level of confidence). This result led the researcher to conclude that a significant main effect for leadership exists relative to the "managing change" cultural variable.

The review of literature revealed two different perspectives regarding a leader's impact on an organization's ability to manage change. The popular view maintains that a leader's most critical role is to manage change through the development, shifting or preservation of an organization's culture (Deal & Kennedy, 1982; Denison, 1990; Sashkin, 1985; Schein, 1990; Wilkins & Dryer, 1988). The opposing view maintains that organizational culture is almost impossible to change and that a leader is a victim of environmental circumstances (Barney, 1989; McKelvey & Aldrich, 1983; Whipp, Rosenfeld & Pettigrew, 1989). The results of this research led the researcher to align with the first group of theorists.

Staff members of organizations led by a high transformational leader perceive the organization to be more effective in dealing with change than those from the organization's led by low transformational leaders. This research finding contributes to the underlying assumption that managing change is an important and controllable leadership function, determined to some degree by the

transformational leadership tendencies of the individual in the leadership position. "Dealing with change means taking hold of and using market forces to the advantage of the organization (Sashkin, 1986, p.3).

The degree to which a leader has the ability to orchestrate change within an organization and the specific techniques that might be employed to facilitate this change fall beyond the scope of this research, although they are worthy of further research. The findings of this study do indicate, however, that a perceived difference exists between the organizations administered by high and low transformational leaders and their perceived focus on "manage change".

The results of the statistical treatments prompted the researcher to also conclude that a significant difference exists between organizations administered by high transformational leaders, and organizations administered by low transformational leaders based on the organizational culture relative to "achieving goals". One of the key components of transformational leadership is the development of a vision (Sashkin, 1986). The development of a long range vision is not an easy process. "The person who can think through a vision over a time span of ten to twenty years is the rare visionary leader" (Sashkin, 1986, p.59). Although short range goals are valuable, the most important part of

transformational leadership is "the ability to create a vision" (Sashkin, 1986, p.58). The long range objectives toward which organizational members continuously strive are critical to organizational success (Sashkin, 1987). The goal, incorporated in an organization's vision, does not have to be complicated, however, it is critical to maintaining a focus for the organization. Individuals and organizations are most effective when they have a clear idea of what it is they really want to achieve and the expectations involved in achieving the goals (Bennis & Nanus, 1985). The organizational goals must be understood, and meaningful to the organizational members at all levels because, "only through people can a vision become real" (Sashkin, 1986, p.3). There is a main effect for leadership relative to the "achieving goals" scale of organizational culture.

The coordinated teamwork culture scale was also found to be significantly higher for the organizations administered by high transformational leaders compared to those organizations administered by low transformational leaders. Transformational leaders are thought to provide direction to the organization in an attempt to align organizational members to work towards the vision in a unified manner (Bennis & Nanus, 1985). One of the major problems with organizations is that they do not work as a unified team,

but instead have a work force comprised of individuals with diverse agendas (Burns, 1978). "Most organizations lack unifying goals and instead numberless members hold numberless goals. An array of goals must have some form and coherence or the organization will fall to pieces" (Burns, 1978, p.378). Transformational leaders provide the essential direction to the organization in an attempt to align organizational members to work towards the vision in a harmonious manner (Bennis, 1989).

The results of this study support the literature base relative to the belief that transformational leaders possess the ability to effectively coordinate organizational members in a manner best suited to attain organizational goals. High transformational leaders were perceived to display a significant difference in their ability to coordinate the work of individuals and groups as compared to low transformational leaders.

On the basis of the interrater reliability properties of the culture strength scale, no statistical analyses were conducted for this scale. As previously indicated, the limitations of the instrument specific to the reliability coefficient of the culture strength prompted the researcher to place no confidence in the culture strength scale of the OCAQ. It would be impossible to draw valid conclusions that would support or fail to support the leadership effect on

culture strength this problem. However, it is valuable to synthesize the literature and offer suggestions as to why the culture strength scale might have produced such low internal consistency measures.

Researchers are now coming to consensus on the fact that organizational culture exists as a phenomenon worthy of investigation (Denison, 1990; Reichers & Schneider, 1990; Rousseau, 1990; Schein, 1990). One area of the debate which researchers have yet to firmly grasp is the issue of culture strength. The concept of culture strength seems to be a "double edge sword" with regards to the potential positive and negative aspects relative it's impact on an organization. Individuals such as Deal & Kennedy (1982) and Denison (1990), Sashkin (1990) and Schein (1990) recognize the potential benefits of a strong culture. These benefits include, removal of ambiguity, provision of structure, implementation of standards, facilitation of information exchange, coordination of behavior and the motivation of individuals to work harder (Deal & Kennedy, 1982; Denison, 1990).

The potential negative aspects of a strong culture are also recognized. Maintaining a strong culture may not be favoured all situations (Denison, 1990; Saffold, 1988; Schein, 1986; 1990). "Do not assume that there is a "correct" culture, or "better" culture and do not assume

that "strong" cultures are better than "weak" cultures (Schein, 1986, p.10). Strong cultures are more resistant to change and often control the leader (Deal & Kennedy, 1982; Denison, 1990; Schein, 1990). Strong cultures may be so pervasive that alternatives to existing culture may not be evident.

Perhaps these realities make culture strength a very difficult factor to quantitatively measure. Saffold (1988) offers three possible "shortcomings" to the measurement of culture strength that may account, to some degree, for the unreliability of the culture strength scale. These are presented in Chapter 2.

A better conceptualization of the importance and measurement of culture strength, as well as the implications on an organization may be needed prior to the development of a valid and reliable scale. It is also possible that individual organizations may prefer to maintain aspects of a weak culture in certain areas, and aspects of a strong culture in other areas. This hypothesis would account for why the internal consistency of a culture strength quantitative instrument would be weak. The reliability measures of this study, in concert with the work of Saffold (1988) and Schein (1990), support the notion that culture strength may be better assessed using a qualitative design paradigm.

The customer orientation culture variable revealed a significant difference between organizations administered by high transformational leaders compared to organizations administered by low transformational leaders. This finding supports the literature which emphasizes the need for leaders to be aware of environmental signals which often come in the form of customer needs (Bennis & Nanus 1985; Sashkin, 1986; Tichy & Devanna, 1986). Transformational leaders are people-oriented not with regards to just their own subordinates but to their customers as well (Sashkin, 1986).

The goal of YMCA organizations, as outlined in their mission statement, is to provide services to their respective communities. The YMCA organizations should exhibit degrees of customer orientation based solely on their mandate. Diverse programs are developed and are offered by each YMCA to meet the varying needs and demands of their respective constituents (Downer, 1992). Given the global mission of the YMCA and its dedication to fulfilling the needs of their communities, it is not surprising that the customer orientation culture scores for all YMCA organizations were high. However, it is interesting to note that they were significantly higher for the organizations administered by high transformational leaders compared to

the "customer orientation" scores of the organizations led by low transformational leaders.

A significant difference was uncovered between the total culture scores produced between organizations administered by high transformational leaders and organizations administered by low transformational leaders. This result supports the majority of transformational leadership and organizational culture literature. The idea that the most important thing a leader does is create and shape an organization's culture (Sashkin, 1986; Schein, 1990) is clearly supported by all the organizational culture variables analysed in this study. Research findings (Bennis & Nanus 1985; Burns, 1978; Sashkin, 1990; Schein, 1990; Shapiro, 1988) indicate that organizations possessing superior ability in the areas of managing change, customer orientation, achieving goals and coordinated teamwork should be more effective organizations. The researcher can conclude based on these study findings that a significant difference exists between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders.

Research Question #2

The second research question was:

2. Does a significant difference exist between the employee satisfaction scores of organizations administered by the high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders?

One hypothesis was constructed to answer this research question. On the basis of the statistical results the researcher concluded that there is no significant difference between the high and low transformational leadership groups on the employee satisfaction variable within YMCA organizations. However, it is interesting to note that the data analysis revealed that both groups produced very high employee job satisfaction scores. The hypothesis and the decision rendered is presented in Table 18.

Employee job satisfaction ratings were high regardless of the type of leadership each organization was receiving. This result does not coincide with the literature highlighting the close linkage between job satisfaction and transformational leadership (Bennis & Nanus, 1985; Bullock, 1984; Burns, 1978; Hater & Bass, 1988; Hogan, Raskin & Fazzini, 1990; Herzberg, 1959; Kopelman, Brief & Guzzo, 1990; Maslow, 1970; Sashkin, 1990; Seltzer, Numerof & Bass, 1989). High transformational leaders are deemed to focus on

Table 18

Hypothesis and Decision for Research Question Two

2. Does is a significant difference exist between the employee satisfaction scores of organizations administered by the high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders?	
Hypothesis	Decision

H7- There a significant difference between the employee satisfaction scores of organizations administered by high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders.	FAILED TO ACCEPT

higher ideals such as justice, self actualization and humanitarianism, that contribute to high levels of satisfaction for members of the organization. Low transformational leaders are perceived to appeal to the lower level needs of employees such as job security and rewards for compliance. This manipulating style of leadership, "treats people as things, as tools to be used as objects for the benefit of the power wielder..." (Burns, 1978, p.447).

Transformational leadership is based on genuine human need. "People need appreciation, recognition, and a feeling of accomplishment, and the confidence that people who are important to them believe in them" (Burns, 1978, p.34).

Transformational leaders focus on the higher order needs of employees, where as alternative methods of leadership focus on lower order needs, manipulation, coercion and control (Bennis & Nanus, 1985; Burns, 1978; Sashkin, 1986). Bullock (1984) in his study of job satisfaction concluded that leaders play a critical role in determining the satisfaction levels of employees. "Typically between 60% and 75% of workers surveyed reported that the worst or most stressful aspect of their job is their immediate supervisors" (Hogan, Raskin & Fazzini, 1990, p.74).

A possible explanation of why no significant difference was uncovered between the high and low transformational leadership groups based on employee satisfaction may lie in the traditionally altruistic philosophy on which the YMCA organizations are based (Butterfield, 1990). The YMCA organizations are comprised of a mixture of volunteers, non professionals and professionals (Downer, D. Personnel Communication. May, 15, 1991). Many individuals are likely involved with the YMCA to gain a feeling of contribution and social interaction. Individuals who are interaction-oriented may be less likely to report dissatisfaction working in a YMCA organization, than task oriented individuals whose primary concern is the accomplishment of goals. Interaction-oriented people may embrace the YMCA focus on helping and serving people, where as highly competitive, profit and task oriented people may not as readily embrace the mission of the YMCA.

Within a particular group, members differ in what aspect of the collection or it's behavior attracts them to remain in the group. Some members will find most satisfaction if and when the group attains task success; other members will be more satisfied mainly if the group affords opportunity to interact harmoniously with others.... (Bass, 1960, p.148)

Perhaps YMCA organizations primarily attract and are composed of individuals with a high interaction orientation. The more a member is attracted to the group the more they gain from perceived group success (Bass, 1960). The

affiliation with YMCA organizations and their mission of helping others, may in itself cause a feeling of satisfaction among employees. The implications of transformational leadership may be more pronounced in organizations that do not maintain uniform satisfaction across organizations. "It must depend in large part upon the situation in which the leader has to function" (Fiedler, 1971, p.19).

Another explanation as to why uniform employee job satisfaction was uncovered in the YMCAs may involve the procedure for the distribution of the questionnaires in this research. The Job In General questionnaire was only distributed to individuals whose names appeared in the 1991 YMCA Personnel Directory. This may have impacted the satisfaction measure due to the fact that all these people report directly to the Chief Executive Officer and have occupied their positions for some time. Perhaps the longevity of these individuals in these positions and their relatively high hierarchical positioning within the organization may temper the satisfaction levels with their jobs. A more extensive survey involving lower hierarchical levels of the YMCA structure may have uncovered different results (Hallett, W. Personnel Communication, February, 2nd 1993). The researcher must conclude that based on the

statistical evidence produced, that no main effect for leadership exists for employee job satisfaction.

Conclusions

Based on this study, the researcher concludes the following:

1. A significant difference exists between the organizational culture scores of Canadian YMCA organizations administered by high transformational leaders and the organizational culture scores of Canadian YMCA organizations administered by low transformational leaders.

2. No significant difference exists between the job satisfaction ratings of Canadian YMCA organizations administered by high transformational leaders and the job satisfaction ratings of YMCA organizations administered by low transformational leaders.

3. That employees of Canadian YMCA organizations were found to be consistently satisfied with their work. This satisfaction appears to be consistent regardless of whether the organization was administered by a high transformational leader or a low transformational leader.

4. That within Canadian YMCA organizations there exists high transformational leaders and low transformational leaders in the Chief Executive Officer positions.

5. That Canadian YMCA organizations administered by high transformational leaders are perceived to develop cultures that display a greater ability to manage change than organizations administered by low transformational leaders.

6. That the high transformational leaders of Canadian YMCA organizations were perceived to display a superior ability in developing a culture which facilitates the creation of coherent and shared goals as well as the achievement of these goals, in comparison to the low transformational leaders of Canadian YMCA organizations.

7. That Canadian YMCA organizations administered by high transformational leaders were perceived to develop cultures that are significantly more effective in coordinating the work of individuals and groups than those organizations administered by as compared to low transformational leaders.

8. That the high transformational leaders of Canadian YMCA organizations were perceived to facilitate an organizational culture that has a greater customer orientation than organizational culture facilitated by low transformational leaders.

Implications for the Canadian YMCA Organizations

The Canadian YMCA organization has existed for over 100 years. From its inception, the YMCA organizations of Canada have had to adapt to the changing needs of the communities by adapting their capabilities to deliver programs (Spezzano, 1990). Included in this section are some possible implications emerging from the research related to the areas of transformational leadership, organizational culture and job satisfaction within the Canadian YMCA organizations.

1. Although the researcher was unable to link job satisfaction with transformational leadership, the results indicate that high transformational leaders in fact do have a significant impact on organizational culture and the subscales of which it is composed. Evidence exists in the literature (Burns, 1978; Bennis & Nanus, 1985, Sashkin, 1986; Schein, 1990; and Shapiro, 1988) to support the notion that the culture variables managing change, achieving goals, coordinated teamwork and customer orientation are linked to

the effectiveness and survival of an organization. Due to the results uncovered in this study involving the linkages between transformational leadership and these culture variables, perhaps YMCA Chief Executive Officers should become familiar with, and focus their attention on transformational leadership methods associated with these organizational culture variables.

2. The Canadian YMCA organizations possess consistently high levels of overall employee job satisfaction, regardless of whether the organization is administered by a high or low transformational leader. Although the focus of transformational leadership is people-oriented and focusing on higher order human needs, the Canadian YMCA organizations are currently enjoying very high overall employee satisfaction at the higher hierarchical levels within each organizational structure.

3. Due to the inability of the researcher to uncover a significant difference between the high transformational leadership group and the low transformational leadership group based on employee satisfaction, the researcher speculates that the potential impact a transformational leader is able to impose on employee satisfaction is not significant. Perhaps leaders in the Canadian YMCA

organizations should apply their skills in other leadership areas in which the outcomes are more pronounced.

Recommendations for Future Research

Based on the results of this descriptive, exploratory study, the researcher has developed the following recommendations for future research:

1. The OCAQ instrument should be further refined to increase the interitem reliability scales of all five scales.

2. The culture strength scale of the OCAQ must be further explored. The concept of culture strength and its impact on organizations needs to be more fully understood. Further research involving the contribution of quantitative and qualitative research to the understanding and measuring of the culture strength variable must be conducted.

3. An investigation into the impact of transformational leadership and job satisfaction on organizational effectiveness should be conducted to solidify the importance of these variables.

4. The replication of this study in other areas of sport and recreation should be conducted to compare and contrast the variations and similarities between organizations. Replication of this study could also be conducted in the non sport environment, once again to compare and contrast the variations and similarities.

5. A qualitative study exploring the linkages between transformational leadership, organizational culture and employee job satisfaction could add valuable insight into these constructs.

6. An experimental research design in which subjects were arranged into specified groups and were exposed to transformational and transactional styles of leadership would uncover valuable results. The main effect of these styles could be noted on the culture variables, the employee job satisfaction ratings and perceived effectiveness ratings.

7. One may explore the degree to which the leaders of organizations control their environments, and the degree to which the environment controls the leader. Future researchers may want to compare and contrast these findings between different organizations in different environments.

This may offer insight into the ability a transformational leader has to control and implement change.

8. From a practical perspective, future researchers may desire to undertake a case study of organizational leaders who score extremely high or low in the transformational leadership area and observe and record their behaviors, their respective organizational culture, and the satisfaction levels of their employees.

9. Future researchers may want to design a study where transformational leadership is the dependent variable in the research design.

10. Further investigation into the YMCA organizations involving the YMCA at lower hierarchical levels may be valuable as well as complement the results uncovered in this study.

11. Future researchers may wish to study the effects of transformational leadership on the intrinsic satisfaction ratings of employees as opposed to extrinsic satisfaction measures.

12. The degree to which leaders are able to orchestrate change within their organizations is another research area worthy of investigation.

REFERENCES

- Arvey, R., Abraham, L., Bouchard, T., & Segal, N. (1989). Job satisfaction: Environment and genetic components. Journal of Applied Psychology, 74, 187-192.
- Avolio, B., Waldman, D., & Einstein. (1988). Transformational leadership in a management game simulation. Group and Organizational Studies, 13, 59-80.
- Balzer, W., & Smith, P. (1990). Users' manual for the job descriptive index (JDI) and the job in general (JIG) scales. Department of Psychology, Bowling Green University, Ohio.
- Barney, J. (1986). Organizational culture: can it be a source of sustained competitive advantage? Academy of Management Review, 11, 656-664.
- Bass, B. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 15, 19-31.
- Bass, B. (1960). Leadership, Psychology, and Organizational Behavior. Connecticut: Greenwood.
- Bennis, W. (1989). Why leaders can't lead: The unconscious conspiracy continues, San Francisco: Harper Row.
- Bennis, W. (1984). Good managers and good leaders. Across the Board, 21, 7-11.
- Bennis, W., & Nanus, B. (1985). Leaders: The strategies for taking charge. New York, N.Y.: Harper Row.
- Beer, M., Eisenstat, R., & Spector, B. (1990). Why change programs don't produce change. Harvard Business Review, 70, 158-156.
- Bullock, R. (1984). Work in America institute studies in productivity: Improving job satisfaction. New York, N.Y.: Pergamon.
- Burns, J. (1978). Leadership. New York: Harper Row.
- Butterfield, B. (1990). A look back at 60 years of the YMCA in Windsor. unpublished document. (available from [YMCA Canada, 2160 Yonge Street, Toronto, Ontario])

- Chellardurai, P. (1985). Sport management: Macro perspectives. London, Ontario: Sport Dynamics.
- Cheloha, R., & Farr, J. (1980). Absenteeism, job involvement, and job satisfaction in an organizational setting. Journal of Applied Psychology, 65, 467-473.
- Covey, S. (1991). Principle - centered leadership. New York, NY: Summit.
- Deal, T., & Kennedy, A. (1982). Corporate cultures. Boston: Addison-Wesley.
- Denison, D. (1990). Corporate culture and organizational effectiveness. New York: John Wiley.
- Fiedler, F. (1971). Leadership. New Jersey: General Learning.
- Filley, A., House, R., & Kerr, S. (1976). Managerial process and organizational behaviour, (2nd ed.), Glenview, IL: Scott, Foresman and Company
- Fryxell, G., & Gordon, M. (1989). Work place justice and job satisfaction within union and management. Academy of Management Journal, 32, 851-866.
- Gartner, G., & Ramnaryan, S. (1983). Organizational effectiveness: an alternative perspective. Academy of Management Review, 8, 97-106.
- Gerhart, B. (1987). How important are dispositional factors as determinants of job satisfaction? Implications for job design and other personnel programs. Journal of Applied Psychology, 72, 366-373.
- Hater, J., & Bass, B. (1988). Superiors' evaluations and subordinates' perceptions of transformational leadership. Journal of Applied Psychology, 73, 695-702.
- Hrebieniak, L., & Joyce, W. (1985). Organizational adaptation: strategic choice and environmental determinism. Administrative Science Quarterly, 30, 336-349.
- Hogan, R., Raskin, R., & Fazzini, D. (1990). How charisma cloaks incompetence. Personnel Journal, 69, 73-76.

- Horvath, T. (1974). Basic Statistics for the Behavioral Sciences. Boston: Little Brown and Company.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). The motivation to work. New York: John Wiley.
- Ironson, G., Smith, P., Brannick, M., Gibson, W., & Paul, K. (1989). Construction of a "Job in General" scale: A comparison of global, composite, and specific measures. Journal of Applied Psychology, 74, 193-200.
- Kalton, G. (1983). Introduction to survey sampling. Newbury Park: Sage.
- Kerlinger, F. (1973). Foundations of behavioral research. New York: Holt, Rinehart and Winston, Inc.
- Kikulis, L. (1987). Effects of generalized personal attributions and organizational climate on perceived volunteer satisfaction in Ontario amateur sport associations. Unpublished master's thesis, University of Windsor.
- Kopelman, R., Brief, A., & Guzzo, R. (1990). The role of climate and culture in productivity. In B. Schneider (Ed.), Organizational climate and culture (pp. 282-318). San Francisco: Jossey-Bass.
- Kuhnert, K., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. Academy of Management Review, 12, 548-657.
- Liberson, S., & O'Conner, F. (1972). Leadership and organizational performance: A study of large corporations. American Sociological Review, 37, 117-130.
- Locke, E. (1969). What is job satisfaction?. Organizational Behavior and Human Performance, 4, 309-336.
- Maslow, A. (1970). Motivation and personality. New York: Harper Row.
- McCuaig, D. (1991). YMCA of St. Thomas-Elgin celebrates 100 years of service. YMCA Canada Communicator (available from [YMCA Canada, 2160 Yonge Street, Toronto, Ontario]).

- McKelvey, B., & Aldrich, H. (1983). Populations, natural selection, and applied organizational science. Administrative Science Quarterly, 28, 101-128.
- Norusis, M. (1985). Advanced statistics guide SPSSx. New York: McGraw Hill.
- Nunnally, J. (1970). Psychometric theory. New York: McGraw Hill.
- Parsons, T. (1960). Structure and process in modern societies. New York: Free Press
- Pettigrew, A. (1979). On studying organizational cultures. Administrative Science Quarterly, 24, 570-580.
- Reichers, A., & Schneider, B. (1990). Climate and culture an evolution of constructs. In S. Benjamin (Ed.), Organizational climate and culture (pp. 5-39). San Francisco: Jossey-Bass.
- Rice, R., Bennett, D., & McFarlin, D. (1989). Standards of comparison and job satisfaction. Journal of Applied Psychology, 74, 591-598.
- Rodrigues, C. (1988). Identifying the right leader for the right situation. Personnel, 65, 42-46.
- Rogers, C. (1977). On personel power; inner strength and its revolutionary impact. New York: Delacorte.
- Ross, G. (1951). YMCA in Canada chronical of a century. Toronto: Ryan Press.
- Rousseau, D. (1990). Assessing organizational culture: the case for multiple methods. In S. Benjamin (Ed.), Organizational climate and culture (pp. 153-192). San Francisco C.A.: Jossey-Bass.
- Roznowski, M. (1989). Examination of the measurement properties of the job descriptive index with experimental items. Journal of Applied Psychology, 74, 805-414.
- Rusbult, C., Farrell, D., Rogers, G. & Mainous, A. (1988). Impact of exchange variables on exit, voice, loyalty, and neglect: an interactive model of responses to declining job satisfaction. Academy of Management Journal, 31, 599-627.

- Saffold, G. (1988). Cultural traits, strength and organizational performance: moving beyond "strong" culture. Academy of Management Review, 13, 546-555.
- Sashkin, M. (1990). The visionary leader trainer guide: Leader behaviour questionnaire third edition. Washington, D.C.: Organization Design and Development
- Sashkin, M. (1988). Strategic vision and the charismatic leader. In Charismatic leadership (pp. 122-159). San Francisco: Jossey-Bass.
- Sashkin, M. (1987). A new vision of leadership. The Journal of Management, 6, 19-28.
- Sashkin, M. (1986). Becoming a visionary leader: A guide for understanding and developing visionary leadership. Washington D.C.: Organization Design and Development.
- Sashkin, M. (1986). True vision in leadership. Training and Development Journal, 40, 58-61
- Sashkin, M., & Fulmer, R. (1985). A new framework for leadership: Vision, charisma, culture creation. unpublished paper presented at the Niennial Leadership Symposium.
- Sashkin, M. (1984). The leader behavior questionnaire: The visionary leader. Washington D.C.: Organization Design and Development.
- Sathe, V. (1989). Culture and related corporate realities. Homewood, Il: Irwin.
- Scarpello, V., & Campbell, J. (1983). Job satisfaction: Are all the parts there? Personnel Psychology, 36, 577-600.
- Schein, E. (1990) Organizational culture and leadership. San Francisco: Jossey Bass.
- Schein, E. (1986). Are you corporate cultured? Personnel Journal, 65, 83-96.
- Schnake, M., & Dumler, M. (1989). Managerial "unleadership" behavior and the moderating effects of task scope. Journal of Management Systems, 1, 49-61.
- Schwartz, H. & Davis, S. (1981). Matching corporate culture and business strategy. Organizational Dynamics, 10, 30-48.

- Seltzer, J., Numerof, R., & Bass, B. (1989). Transformational leadership: Is it a source of more burnout and stress? Journal of Health and Human Resources Administration, 175-185.
- Seltzer, J., & Bass, B. (1990). Transformational leadership: Beyond initiation and consideration. Journal of Management, 16, 693-703.
- Shapiro, B. (1988). What the hell is "market oriented"? Harvard Business Review, 67, 119-125.
- Spezzano, M. (1990). Does the Y have what it takes to become America's fitness leader? Perspective, 22-24.
- Spezzano, M. (1989). Promote identity and operations to become the industry leader. Perspective, 22-24.
- Squire, S. (1989). The presence and relationship of transactional and visionary leadership in amateur sport chief executive officers and presidents. Unpublished masters thesis, University of Windsor.
- Tabachnick, B. & Fidell, L. (1983) Using multivariate statistics. New York: Harper Row.
- Thomas, A. (1988). Does leadership make a difference to organizational performance? Administrative Science Quarterly, 33, 338-400.
- Tichy, N., & Devanna, M. (1986). The transformational leader. New York: John Wiley.
- Ulrich, D. (1990). The role of transformational leadership in changing sport arenas. Unpublished document, University of Michigan.
- Valley, C. (1986). The relationship between the leader behaviors of pastors and church growth in the lake union conference of seventh-day Adventists. Unpublished doctoral dissertation, Western Michigan University.
- Wallace, M. (1992). Transformational leadership within Detroit YMCAs. Unpublished study, University of Windsor.
- Webster, R. (1981). Economics may force Ys to do more with less. Journal of Physical Education, 28, 11-14.

- Weese, J. (1991). Visionary leadership and development of organizational culture within campus recreation programs. doctoral dissertation. Ohio State University.
- Whipp, R., Rosenfeld, R., & Pettigrew, A. (1989). Culture and competitiveness: Evidence from two mature UK industries. Journal of Management Studies, 26, 561-585.
- Wilkins, A., & Dyer, G. (1988). Toward culturally sensitive theories of cultural change. Academy of Management Review, 13, 522-531.
- Wilkins, A., & Ouchi, W. (1983). Efficient cultures: exploring the relationship between culture and organizational performance. Administrative Science Quarterly, 28, 468-481.
- YMCA Personnel Directory (as of November 1, 1991). YMCA Canada, Toronto, Ontario.
- Yukl, G. (1989). Managerial leadership: Review of theory and research. Journal of Management, 15, 251-289.
- Zaleznik, A. (1977). Managers and leaders: Are they different? Harvard Business Review, 55, 67-78.

APPENDIX A
HISTORY OF THE
YMCA

The Y.M.C.A in Canada

The YMCA was founded in London England, in 1844 when George Williams and 11 of his employees met for prayer in one of the dormitory rooms. After several meetings, they decided to call themselves the Young Men's Christian Association and to have as their purpose "to improve the spirit and mental condition of young men engaged in the drapery and other trades". The idea of the YMCA caught on so rapidly, that by 1855 it had spread to nine countries and a World Alliance of YMCAs was formed (Ross, 1951, p.3; YMCA of Greater Toronto fact sheet, 1992).

In 1851 the YMCA came to Canada with the first Association in Montreal (Ross, 1951, p.3). By 1867, there were 21 YMCAs in Canada, including the Maritimes, Quebec and Ontario. Today the YMCA is still dedicated to the objective of bringing people together in a purposeful association to accomplish important personal and social goals. The YMCA has become one of the world's largest voluntary human service organizations enriching the quality of life for generations of children, youth adults and families (YMCA of Greater Toronto fact sheet, 1992). The YMCA has evolved to be open to everyone regardless of race, gender, creed or economic circumstance (Hallett, W. Personnal Communication, February 2nd, 1993).

From its inception, the YMCA organizations throughout Canada have had "servicing the community" as their goal (Downer, D. Personnal Communication, May 15th, 1992). Throughout the history of the YMCA people have selflessly shared a wide and carefully selected variety of services to satisfy a whole catalogue of human needs (Butterfield, 1990). People from all walks of life and from all races utilize the services of the YMCA organizations across Canada each year (YMCA of Metropolitan Toronto fact sheet, 1992).

Although YMCA organizations are spread all over the world and are tied into a central network, each YMCA branch operates autonomously ; Kasimer, S. Personnel Communication, February, 18, 1992). "YMCA organizations do not function as franchises, they are more like a federation" (Downer, D. Personnal Communication, May 15th, 1992. Each YMCA organization is responsible to their local board, and thus the organization is not set up in the form of a bureaucracy in which one central office makes decisions for all branches (Downer, D. Personnal Communication, May 15th, 1992; Kasimer, S. Personnel Communication, February, 18, 1992).

Each YMCA organization has an elected senior volunteer who chairs the Board of Directors of each association. Each YMCA has a professional staff member occupying the Chief Executive Officer (CEO) position. Some YMCA organizations title this individual the "Executive Director". Although the

job title may vary from location to location, the occupant assumes similar administrative roles and is accountable to the Board of Directors for the day to day operations within each independent YMCA.

The CEO's are ultimately responsible for the programs and services offered within their respective YMCA (Downer, D. Personal Communication, May 15th, 1992). Program offerings vary from one YMCA to another as the needs of each community vary. The CEO is responsible for identifying the needs of their particular area and trying to satisfy the need through the creation and implementation of required programs (Downer, D. Personal Communication, May 15th, 1992).

The CEO is responsible for the hiring of all staff members for his/her particular association. The CEO also has the responsibility of terminating individuals that do not fulfil their position expectations within the organization. The pay scales of each employee are the responsibility of the CEO in conjunction with the Board of Directors (Downer, D. Personal Communication, May 15th, 1992). The CEO has considerable autonomy in creating programs and policies concerning their particular YMCA organization (Downer, D. Personal Communication, May 15th, 1992).

For over 100 years, YMCA organizations continue to adapt to the changing needs of their communities.

(Spezzano, 1990). One of the primary reasons change occurs is due to the YMCA's increased emphasis on satisfying and meeting the needs of their participants (i.e. customers) (Hallett, W. Personal Communication, February 2nd, 1993). The health and fitness programs are a major focus of the Canadian YMCAs' however, programs extend beyond this area into areas such as child care, camping programs and other various community services (Hallett, W. Personal Communication, February 2nd, 1993). Although diversified the contribution made by the YMCA in the area of health and fitness should in no way be underestimated.

Make no mistake; we are in the fitness business and it is big business. Some people contend that we are not in the fitness business, but rather are in the business of helping people. While that surely represents the big picture, one of the ways we help people is through health and fitness activities. (Spezzano, 1990, p.22)

The YMCA is committed to maintaining it's status as the leader in the health and fitness industry, which involves adapting a professional, business-like approach to the functioning of the organization, while still maintaining it's charitable status.

Economics have forced the YMCA into the position of trying to do more with less (Webster, 1981). "No longer is it enough to run fitness programs on evangelistic fervor and a desire to serve everyone" (Spezzano, 1989, p.23). Although those factors may be important they must be combined with

marketing and financial understanding necessary to run a sound business operation (Spezzano, 1989). Programs must be eliminated that critically drain the organization's resources. However, one must maintain a balance between the mission and charitable status of the YMCA as well as business realities. The YMCA's ability to adapt to change is important for its future. Spezzano (1989) infers that the image of the YMCA is only as good as the leadership.

APPENDIX B
LEADER BEHAVIOR QUESTIONNAIRE
SELF

**THE IMPACT OF TRANSFORMATIONAL LEADERSHIP
WITHIN THE YMCA ORGANIZATIONS**

**LEADERSHIP BEHAVIOR QUESTIONNAIRE
(SELF)**



**Masters Degree Candidate: Mr. Mike Wallace
Department of Kinesiology
University of Windsor
N9B 3P4
Phone: 519-253-4232 (ext. 2460)
Fax: 519-973-7056**

LEADERSHIP BEHAVIOR QUESTIONNAIRE-SELF

YMCA (Location): _____

Director's Name: _____

Date: _____

INSTRUCTIONS:

The following statements apply to you as the Administrative Head of your YM\YWCA. Please circle the appropriate letter (using the scale provided below) that most accurately reflects your typical behavior. Please fax the materials back to me within three days at 519-978-7056 or mail it to Mike Wallace, C/O/ Department of Kinesiology, University of Windsor, Windsor, Ontario, Canada, N9B 3P4.

 * The researcher guarantees anonymity. *

Thank you in advance for your participation.

Scale:

completely true	mostly true	somewhat true	a little true	not at all true
C	M	S	L	N

I (_____) . . .

1. pay close attention to what others say. C M S L N
2. do not communicate very clearly. C M S L N
3. am extremely dependable. C M S L N
4. show that I really care about other people. C M S L N
5. worry a lot about the possibility of failing. C M S L N

6. believe that what I do as a manager is important because of the impact of my actions on people's behavior and on achieving organizational aims.

C M S L N

7. find that some of the most significant aspects of my position are the little "perks" that demonstrate my importance to the organization and its members.

C M S L N

8. often consider how a specific action plan I've developed might extend to benefit my entire organizational unit.

C M S L N

9. generally have not been able to help the organization attain its goals.

C M S L N

10. encourage people to support their views and positions with concrete evidence.

C M S L N

11. have a hard time getting others to understand me clearly.

C M S L N

12. make points in a strikingly clear and even unusual ways.

C M S L N

13. follow through on commitments.

C M S L N

14. do not always respect myself as a result of my own actions.

C M S L N

15. try to avoid taking any risks.

C M S L N

16. can see clear effects resulting from my actions.

C M S L N

17. believe that the advantage of having a position of authority in this organization is that one is able to get people to do as one wishes, without pointless discussion or debate.

C M S L N

18. focus on clear short-term goals rather than being concerned with long-range aims.
C M S L N
19. have been able to help this organization adapt to changing conditions.
C M S L N
20. strive to take actions to reach goals, rather than contributing to keeping things the way they are.
C M S L N
21. have a clear set of priorities.
C M S L N
22. sometimes do not notice how others feel.
C M S L N
23. often find it undesirable to change or alter my position.
C M S L N
24. recognize others' strengths and contributions.
C M S L N
25. find ways to get everyone fully committed to new ideas and projects.
C M S L N
26. do what is called for but realize that my actions are not likely to make much of a difference.
C M S L N
27. think that the real value of power is in being able to accomplish things that benefit both the organization and its members.
C M S L N
28. have a hard time clearly explaining my long-range plans and goals to others in the organization.
C M S L N
29. have difficulty in dealing with problems of conflict and coordination.
C M S L N
30. try to help others develop a shared sense of what is important to us in this organization.
C M S L N

31. literally "grab" people's attention to focus them on the important issues in a discussion. C M S L N
32. communicate feelings as well as ideas. C M S L N
33. avoid committing to a position, remaining to remain flexible. C M S L N
34. know and can express exactly how I "fit" into this organization. C M S L N
35. learn from mistakes, treating errors as opportunities for learning rather than as disasters. C M S L N
36. have found that no one person can make very much of a difference in how this organization operates. C M S L N
37. seek power and influence in order to attain goals that everyone agrees are important. C M S L N
38. think about how the plans and programs I have developed in my own unit might be able to expand to benefit the entire organization. C M S L N
39. express and support a set of basic values about how people should work together in this organization to solve common problems and reached shared goals. C M S L N
40. help others understand that there is often little we can do to control important factors in the environment. C M S L N
41. find it difficult to get other's attention when talking with them. C M S L N
42. am able to get complicated ideas across clearly. C M S L N

43. am someone on whom people feel they can depend.

C M S L N

44. show little concern for other peoples' feelings.

C M S L N

45. communicate excitement about future possibilities.

C M S L N

46. believe that I can make a difference to this organization.

C M S L N

47. want influence to create programs and attain organizational goals that will benefit everyone in the organization.

C M S L N

48. have plans in mind for this organization that extend over a period of several years or longer.

C M S L N

49. contribute to the organization's effective operation in terms of adapting to changes, attaining objectives, and coordinating the work activities of individuals and groups.

C M S L N

50. encourage others to pursue their individual work goals and to compete with their co-workers to see who is the best.

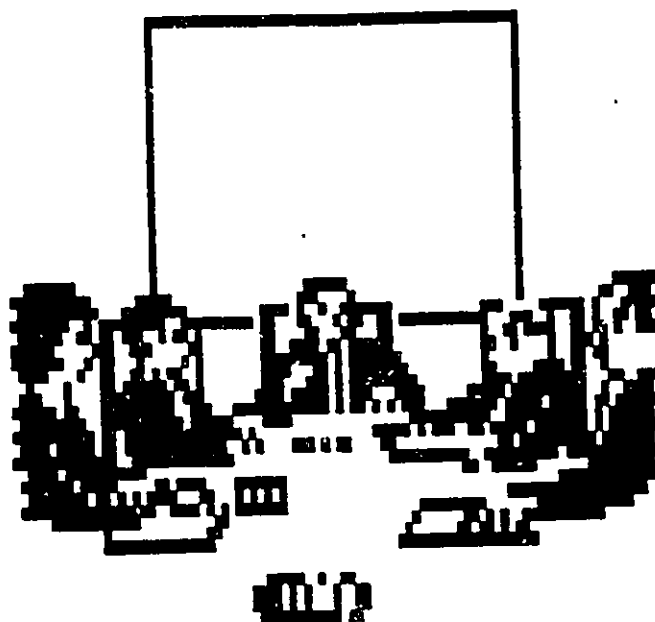
C M S L N

 *
 * PLEASE RETURN COMPLETED MATERIALS *
 * WITHIN THREE DAYS *
 *

Thank you.

APPENDIX C
LEADER BEHAVIOR QUESTIONNAIRE
OTHER

THE IMPACT OF TRANSFORMATIONAL LEADERSHIP WITHIN THE YMCA ORGANIZATIONS



LEADERSHIP BEHAVIOR QUESTIONNAIRE (Other)

**Masters Degree Candidate: Mr. Mike Wallace
Department of Kinesiology
University of Windsor
N9B 3P4
Phone: 519-253-4232 (ext. 2460)
Fax: 519-973-7056**

LEADERSHIP BEHAVIOR QUESTIONNAIRE-OTHER

YMCA (Location): _____

Director's Name: _____

Date: _____

Your Name: _____

INSTRUCTIONS:

The following statements apply to the Administrative Head of your YM/YWCA (see name above). Please circle the appropriate letter (using the scale provided below) that most accurately reflects his/her typical behavior. Please fax the materials back to me within three days at 519-978-7056 or mail it to Mike Wallace, C/O/ Department of Kinesiology, University of Windsor, Windsor, Ontario, Canada, N9B 3P4.

 * The researcher guarantees anonymity. *

Thank you in advance for your participation.

 Scale:

completely	mostly	somewhat	a little	not at all
true	true	true	true	true
C	M	S	L	N

Your Director (_____) . . .

1. pays close attention to what others say when talking.

C M S L N

2. does not communicate very clearly.

C M S L N

3. is extremely dependable.

C M S L N

4. shows that he/she really cares about other people.

C M S L N

5. appears to worry a lot about the possibility of failing.

C M S L N

6. acts on the basis that what one does as a manager is important because of the impact of such actions on people's behavior and on achieving organizational aims.

C M S L N

7. acts like the most significant aspects of a position are the little "perks" that demonstrate one's importance to the organization and its members.

C M S L N

8. often considers how a specific action plan he/she developed might be extended to benefit my entire organizational unit.

C M S L N

9. has not generally been able to help the organization attain its goals.

C M S L N

10. encourages people to support their views and positions with concrete evidence.

C M S L N

11. has a hard time getting others to understand him/her clearly.

C M S L N

12. makes points in a strikingly clear and even unusual ways.

C M S L N

13. follows through on commitments.

C M S L N

14. does not always show respect for him or herself.

C M S L N

15. tries to avoid taking any risks.

C M S L N

16. can see clear effects resulting from his/her actions.

C M S L N

17. demonstrates that the advantage of having a position of authority in this organization is that one is able to get people to do as one wishes, without pointless discussion or debate.
C M S L N
18. concentrates on clear short-term goals rather than being concerned with long-range aims.
C M S L N
19. has been able to help this organization adapt to changing conditions.
C M S L N
20. takes action to reach goals, rather than contributing to keeping things the way they are.
C M S L N
21. has a clear set of priorities.
C M S L N
22. sometimes does not seem to notice how others feel.
C M S L N
23. often finds it undesirable to change or alter his or her position.
C M S L N
24. recognizes others' strengths and contributions.
C M S L N
25. finds ways to get everyone fully committed to new ideas and projects.
C M S L N
26. does what is called for but realizes that such actions are not likely to make much of a difference.
C M S L N
27. demonstrates that the real value of power is in being able to accomplish things that benefit both the organization and its members.
C M S L N
28. has a hard time clearly explaining long-range plans and goals to others in the organization.
C M S L N
29. has difficulty in dealing with problems of conflict and coordination.
C M S L N

30. tries to help others develop a shared sense of what is important to us in this organization. C M S L N
31. literally "grabs" people's attention to focus them on the important issues in a discussion. C M S L N
32. communicates feelings as well as ideas. C M S L N
33. avoids committing to a position, remaining to remain flexible. C M S L N
34. knows and can express exactly how he/she "fits" into this organization. C M S L N
35. learns from mistakes, treating errors as opportunities for learning rather than as disasters. C M S L N
36. acts on the principle that no one person can make very much of a difference in how this organization operates. C M S L N
37. seeks power and influence in order to attain goals that everyone agrees are important. C M S L N
38. looks for ways that the plans and programs he/she has developed in his/her own unit might be expanded to benefit the entire organization. C M S L N
39. expresses and supports a set of basic values about how people should work together in this organization to solve common problems and reached shared goals. C M S L N
40. helps others understand that there is often little they can do to control important factors in the environment. C M S L N
41. finds it difficult to get other's attention when talking with them. C M S L N

42. is able to get complicated ideas across clearly.

C M S L N

43. is someone on whom people can always depend.

C M S L N

44. shows little concern for other peoples' feelings.

C M S L N

45. communicates excitement about future possibilities.

C M S L N

46. shows that he/she can make a difference to this organization.

C M S L N

47. wants influence to create programs and attain organizational goals that will benefit everyone in the organization.

C M S L N

48. has plans for this organization that extend over a period of several years or longer.

C M S L N

49. contributes to the organization's effective operation in terms of adapting to changes, attaining objectives, and coordinating the work activities of individuals and groups.

C M S L N

50. encourages others to pursue their individual work goals and to compete with their co-workers to see who is the best.

C M S L N

 *
 * PLEASE RETURN COMPLETED MATERIALS *
 * WITHIN THREE DAYS *
 *

Thank you

APPENDIX D
CRONBACH ALPHA RELIABILITY MEASURES
FOR THE LBQ

Cronbach Alpha Reliability Measures for the LBO

<u>Indice</u>	<u>Cronbach alpha</u>		
	Stoner-Zemel (1988)	Weese (1990)	Wallace (Pilot) (1992)
1. focused Leadership	.52	.74	.48
2. communication leadership	.74	.69	.59
3. trust leadership	.75	.65	.78
4. respectful leadership	.71	.74	.74
5. risk leadership	.60	.70	.66
6. bottom-line leadership	**	.67	.69
7. empowered leadership	**	.40	.04 *
8. long-term leadership	**	.77	.89
9. organizational leadership	**	.83	.89
10. culture leadership	**	.28	.67
Total		.95	.96

* omitting question 7 of the seventh indice of the LBO
increases the cronbach alpha to .58

APPENDIX E
LEADER BEHAVIOR QUESTIONNAIRE
(SELF AND OTHER) NORMS INDICES

<u>Indices:</u>		<u>Sample</u>								
		A (s)	A (o)	B (s)	C (s)	D (s)	E (***)	F (s)	G (s)	G (o)
1	X	18.1	17.9	18.3	18.0	17.8	18.1	19.1	20.4	19.6
	SD	1.92	2.29	1.70	1.83	2.09	1.83	2.63	1.36	1.34
2	X	19.1	18.9	18.8	17.6	18.7	18.6	18.0	18.7	17.7
	SD	2.54	3.64	2.40	2.27	2.73	2.50	2.90	1.99	3.57
3	X	20.3	18.7	20.7	20.3	19.7	20.4	20.5	20.5	19.1
	SD	2.91	3.28	2.37	1.90	2.02	2.25	2.06	2.16	3.33
4	X	20.9	21.0	21.5	20.7	21.2	21.3	20.4	22.7	20.9
	SD	1.88	2.75	1.99	2.03	2.52	2.16	3.06	1.39	3.20
5	X	20.3	18.7	19.7	20.7	18.9	19.7	18.4	20.8	18.3
	SD	2.49	3.16	2.71	2.09	2.78	2.67	2.85	1.74	3.82
VLB	X	98.7	95.2	98.0	97.3	96.4	98.0	97.0	103.3	95.8
	SD	8.44	12.4	7.87	6.79	8.87	7.98	10.38	5.32	15.30
6	X	19.1	18.6	21.2	20.4	19.4	20.6	19.8	22.1	19.4
	SD	2.59	2.99	2.30	2.82	2.81	2.65	2.75	1.99	3.10
7	X	18.9	18.4	19.4	19.9	18.2	19.2	19.4	19.6	17.8
	SD	2.24	2.89	2.50	2.50	2.80	2.63	2.46	3.22	2.94
8	X	16.6	17.7	20.7	20.3	19.2	20.2	17.9	21.2	18.5
	SD	3.58	3.41	2.67	2.03	2.66	2.63	3.69	3.17	3.82
VLC	X	54.9	54.7	61.2	60.7	56.7	60.1	57.3	62.9	55.7
	SD	6.37	6.87	5.81	5.45	5.50	5.98	6.45	7.16	8.39
9	X	20.6	19.6	21.3	20.5	19.8	20.8	19.6	21.9	19.8
	SD	2.26	3.78	2.52	2.26	3.23	2.72	2.84	2.12	4.35
10	X	20.0	19.3	19.4	20.5	19.1	19.5	19.4	19.7	18.5
	SD	3.26	6.25	4.28	3.82	4.71	4.37	4.61	2.15	2.71
VCB	X	40.6	38.9	40.7	41.0	39.0	40.4	39.0	41.6	38.3
	SD	3.26	6.25	4.28	3.82	4.71	4.37	4.61	3.50	6.69

Samples: A= Directors of residence halls; B= Adult educators; C= Community educators; D= Public school principals; E= Samples A,B,C,D, combined, F= Telecommunication managers and G(s)= Campus recreation directors, G(o)= Senior campus recreation subordinates.

(Adapted from Sashkin, 1988, p.24)

APPENDIX F
LEADER BEHAVIOR QUESTIONNAIRE INDICES

#1 - Focused Leadership (Items 1, 11, 21, 31, 41)

Assesses the leader's ability to clearly focus the attention of others on important issues.

#2 - Communication Leadership (Items 2, 12, 22, 32, 42)

Measures the leader's communication abilities.

#3 - Trust Leadership (Items 3, 13, 23, 33, 43)

Assesses the leader's consistency (e.g., taking and maintaining a position)

#4 - Respectful Leadership (Items 4, 14, 24, 34, 44)

A measure of the leader's respect for him/herself and others.

#5 - Risk Leadership (Items 5, 15, 25, 35, 45)

Measures the leaders willingness to take calculated risks and his/her commitment to these risks once formulated.

#6 - Bottom Line Leadership (Items 6, 16, 26, 36, 46)

Measures the leader's self efficacy on people and organization.

#7 - Empowered Leadership (Items 7, 17, 27, 37, 47)

Measures the extent to which the leaders empower others.

#8 - Long Term Leadership (Items 8, 18, 28, 38, 48)

Assesses the extent to which the leaders project plans over a long time frame.

#9 - Organizational Leadership (Items 9, 19, 29, 39, 49)

Measures the impact leaders have on the organizational culture.

#10 - Cultural Leadership (Items 10, 20, 30, 40, 50)

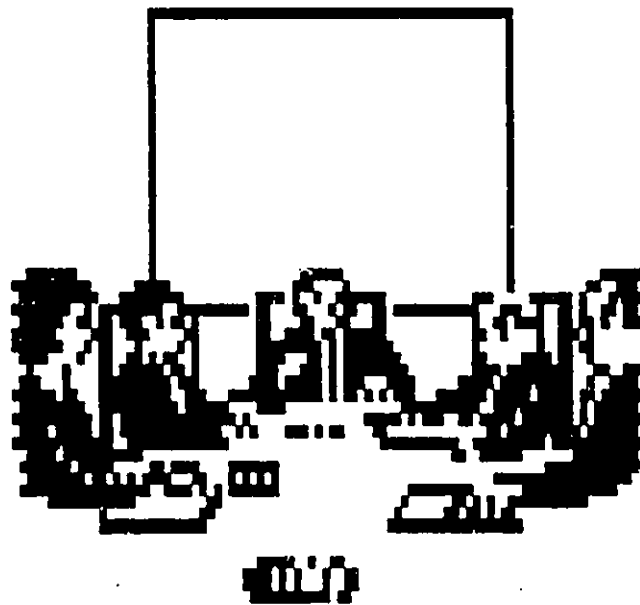
Measures the extent to which the leader's style shapes the culture of the organization.

(Sashkin, 1988)

APPENDIX G
ORGANIZATIONAL CULTURE ASSESSMENT
QUESTIONNAIRE

ORGANIZATIONAL CULTURE ASSESSMENT QUESTIONNAIRE

developed by Marshall Saskin, Ph. D.



MASTERS CANDIDATE: **Mike Wallace**
 Department of Kinesiology
 University of Windsor
 Phone: 519-253-4232 (ext. 2460)
 Fax: 519-973-7056

Thesis Advisor: Dr. Jim Weese

ORGANIZATIONAL CULTURE ASSESSMENT QUESTIONNAIRE

YMCA (Location): _____

Director's Name: _____

Date: _____

INSTRUCTIONS:

This questionnaire measures the ways that people in your organization (the specific location/branch) generally think and act. The questions ask you to describe, as best as you can, how people typically behave and the sorts of things that they generally believe about the organization and how it operates. Please circle your responses.

Please be as accurate as possible in describing the behaviors and attitudes of yourself and other members of the organization. There are no right or wrong answers. Your answers should indicate what actually happens as you and others view it, not what you believe should happen or how you think people should see things.

Please fax the materials back to me within three days at 519-978-7056 or mail it to Mike Wallace, C/O/ Department of Kinesiology, University of Windsor, Windsor, Ontario, Canada, N9B 3P4.

 * The researcher guarantees anonymity. *

Thank you in advance for your participation.

Scale:

completely true	mostly true	partly true	slightly true	not true
CT	MT	PT	ST	NT

1. This organization clearly demonstrates that it can adapt to changing conditions as needed.

CT MT PT ST NT

2. In this organization people have clearly defined goals.

CT MT PT ST NT

3. In this organization the complexity of people's roles and the tasks is so great that most managers have given up trying to coordinate with one another and have accepted as inevitable a high degree of ambiguity.

CT MT PT ST NT

4. This organization provides personalized attention to all its clients and customers.

CT MT PT ST NT

5. People in this organization believe in accepting one another as they are rather than trying to change one another.

CT MT PT ST NT

6. People in this organization agree that there is no point in trying to cope with conditions imposed on us from outside.

CT MT PT ST NT

7. In this organization people try to do their best, with little pressure to strive for specific goals.

CT MT PT ST NT

8. People in this organization believe in letting everyone do his or her "own thing".

CT MT PT ST NT

9. This organization is flexible and quick to respond to problems of customers, government agencies, or other stakeholders and concerned parties.

CT MT PT ST NT

10. This organization has developed a stable pattern of shared beliefs, and norms of behavior.

CT MT PT ST NT

11. When changes are necessary, everyone in this organization has a clear idea of what sorts of activities are and are not acceptable.

CT MT PT ST NT

12. In this organization individual action is channeled into achieving the goals of the total organization rather than the goals of individual managers.

CT MT PT ST NT

13. In this organization management believes in making sure that everything happens according to the plans made at higher levels (Executive Directors).

CT MT PT ST NT

14. This organization concentrates on new products and services for which the customer demand can be developed.

CT MT PT ST NT

15. People in this organization rely on one another to understand what is really happening and why.

CT MT PT ST NT

16. In this organization the pressure to maintain the status quo is so great that if major changes were required for the organization to survive, it might not.

CT MT PT ST NT

17. People in this organization deal effectively with problems that involve defining and attaining goals.

CT MT PT ST NT

18. People in this organization clearly understand their job assignments and how these relate to the job assignments of others in the organization with whom they must work.

CT MT PT ST NT

19. This organization develops products/services that are natural extensions of existing product lines and market strengths.

CT MT PT ST NT

20. In this organization people are expected to support their views and beliefs with concrete facts.

CT MT PT ST NT

21. In this organization people believe they can influence, control, or work positively with important factors and forces in our environment.

CT MT PT ST NT

22. Most people in this organization have their own goals that may or may not be compatible with one another.

CT MT PT ST NT

23. People in this organization believe in working together collaboratively, preferring cooperation over competition.

CT MT PT ST NT

24. In this organization people agree that when experimenting with new products or services we must first make sure that these are things that our customers and clients need and want.

CT MT PT ST NT

25. It is accepted in this organization that people usually have their own ways of seeing and making sense of situations.

CT MT PT ST NT

26. In this organization we believe in making our outside stakeholders (customers, suppliers, etc.) into valued allies.

CT MT PT ST NT

27. Taking action to attain new goals is valued in this organization more than maintaining the status quo.

CT MT PT ST NT

28. Making sure that managers at all levels coordinate effectively is seen as the responsibility of all managers involved, not just as the responsibility of top executives.

CT MT PT ST NT

29. People in this organization believe that listening to what clients and customers have to say is critical if we are to reach our goals.

CT MT PT ST NT

30. In this organization everyone strongly believes in a set of shared basic values about how people should work together to solve common problems and reach shared objectives.

CT MT PT ST NT

*
* PLEASE RETURN COMPLETED MATERIALS *
* WITHIN THREE DAYS *
*

Thank you

APPENDIX H
JOB IN GENERAL SCALES

Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your job
N for "No" if it does NOT describe it
? if you cannot decide

JOB IN GENERAL QUESTIONNAIRE

<input type="checkbox"/> Pleasant	<input type="checkbox"/> Bad	<input type="checkbox"/> Ideal
<input type="checkbox"/> Waste of time	<input type="checkbox"/> Good	<input type="checkbox"/> Undesirable
<input type="checkbox"/> Worthwhile	<input type="checkbox"/> Worse than most	<input type="checkbox"/> Acceptable
<input type="checkbox"/> Superior	<input type="checkbox"/> Better than most	<input type="checkbox"/> Disagreeable
<input type="checkbox"/> Makes me content	<input type="checkbox"/> Inadequate	<input type="checkbox"/> Excellent
<input type="checkbox"/> Rotten	<input type="checkbox"/> Enjoyable	<input type="checkbox"/> Poor

 *
 * PLEASE RETURN COMPLETED MATERIALS *
 * WITHIN THREE DAYS *
 *

Thank you

APPENDIX I
LISTING OF THE YMCA
ORGANIZATIONS SURVEYED

Study Population

YMCA Organizations
N=69

AMHERST	NORTH BAY
BARRIE	OAKVILLE
BELLEVILLE	ORILLIA
BRANDON	OTTAWA
BRANTFORD	OWEN SOUND
BROCKVILLE	PETERBOROUGH
BURNABY	PICTOU COUNTY
CALGARY	PRINCE GEORGE
CAMBRIDGE	QUEBEC
CAPE BRETON	RED DEER AND DISTRICT
CHARLOTTETOWN	REGINA
CHATHAM - KENT	SAINT JOHN
CHILLIWACK	ST. CATHARINES
COBOURG	ST. JOHN'S
COLCHESTER	ST. THOMAS ELGIN
COLLINGWOOD	SARNIA
DARTMOUTH	SASKATOON
EDMONTON	SAULT STE. MARIE
EXPLOITS VALLEY	STRATFORD PERTH
FORT ERIE	SUDBURY
FORT MCMURRAY	SUMMERSIDE
FREDRICKTON	METROPOLITAN TORONTO
GUELPH	GREATER VANCOUVER
HALIFAX	VICTORIE
HAMILTON/BURLINGTON	WELLAND & AREA
HUMBER COMMUNITY	WINDSOR - ESSEX COUNTY
KAMLOOPS	WINNIPEG
KELOWONA	WOODSTOCK
KINGSTON	YARMOUTH
KITHCHENER/WATERLOO	
LANGLEY	
LETHBRIDGE	
LONDON	
LUNENBURG	
MEDICINE HAT	
MIDLAND	
MONTREAL	
MONCTON	
MOOSE JAW	
NIAGARA FALLS	

Data produced from the Personnel Directory of YMCA
Canada (November 1, 1991).

APPENDIX J
PRE STUDY INFORMATION LETTERS

APPENDIX K
INSTRUCTIONAL LETTER FOR
CHIEF EXECUTIVE OFFICERS

Dear Colleagues:

Participation is what you are all
about... and I need yours!!!

My name is Mike Wallace and I am currently a Master's student in the area of Sport Administration at the University of Windsor. I am writing this letter to introduce you to my study and gain your participation.

My research focuses on the areas of transformational leadership, organizational culture, and job satisfaction. Transformational leadership is a new and exciting area which centers on long range vision of leaders and the concurrent elevation of worker commitment through the empowerment process. A transformational leader has the potential to increase an organization's overall effectiveness by creating an organizational culture in which employees are more satisfied and consequently flourish.

Enclosed you will find three packages. The one package will be labelled "Director", is yours to complete. You will also receive two packages labelled "Subordinate A" and "Subordinate B". The "Subordinate A" package must be given to your most senior staff member one hierarchical level below you, the "Subordinate B" package must be given to the staff member one level below you with at least two years experience at your YMCA who's surname begins with the letter closest to "A" in the alphabet. Please ensure that you specify your selected subordinates in the space provided on the cover page of your questionnaire.

All information divulged in filling out these questionnaires will be kept strictly confidential. The questionnaires take about twenty minutes to complete. Although the commitment that I am asking for is brief, the potential results have immense implications for our field, and will be shared with YMCA organizations across Canada as well as the Michigan based branches that participate in this pilot study.

I thank you in advance for your important participation in this research. I once again remind you that I will be upholding the principles of confidentiality.

Yours truly,

Mike Wallace

Respondent confidentiality assured

Windsor Home Phone Number: (519) 258-7044
Graduate Supervisor: Dr. James Heese
Office Phone Number: (519) 253-4222
Office Fax: (519) 973-7058

DEPARTMENT OF KINESIOLOGY
FACULTY OF HUMAN KINETICS

APPENDIX L
STUDY PARTICIPANT FORM

Study Participant Form

Enclosed you will find three packages of information. I ask that you complete the short questionnaire (five minutes) contained in the package addressed to you and that you forward the other two packages to those individuals in your organization that meet the eligibility requirements (please see the introductory letter for additional information in selecting the two subordinates). For follow up purposes only, please indicate the names and phone numbers of the two people selected below. In the event that their materials are lost in the mail or misplaced I will be able to contact them and forward another copy of the instrument directly to them. As well, if you could include a copy of your staff directory and organizational chart it will assist me in understanding how your specific organization is structured. The researcher guarantees confidentiality for all participants.

Please return this form when you return your completed questionnaire. I will forward you a copy of the final results of the study upon completion.

Researcher: Mr. Mike Wallace
c/o Department of Kinesiology
University of Windsor
Windsor, Ontario
N9B 3P4

Phone: 519-258-7044

Fax: 519-973-7058

Executive Director's Name: _____
Executive Director's Phone: () _____
Number of Years as the Executive Director: ____ years

Subordinate "A" Name: _____
Subordinate "A" Phone: () _____

Subordinate "B" Name: _____
Subordinate "B" Phone: () _____

. Please include your Staff Directory/Organizational Chart

APPENDIX M
SUBORDINATE INSTRUCTIONAL LETTER



Dear: Colleague

Participation is what we are all
about.... and I need yours !!!

My name is Mike Wallace and I am currently a Master's student in the area of Sport Administration at the University of Windsor. I am writing this letter to introduce you to my study and gain your participation.

My research focuses on the areas of transformational leadership, organizational culture and job satisfaction. Transformational leadership is a new and exciting area which centers on long range vision of leaders and the concurrent elevation of worker commitment through the empowerment process. A transformational leader has the potential to increase an organization's overall effectiveness by creating an organizational culture in which employees are more satisfied and consequently flourish.

I am asking you to complete this brief questionnaire (taking 20 minutes). Although the commitment I am asking for is brief the potential results have immense implications for our field, and will be shared with YMCA organizations across Canada and those Michigan based YMCA branches that participate in this pilot study.

Upon completing this questionnaire, please place the completed form in the self addressed, prestamped envelope and return it to me. If more convenient we are equipped to receive the completed form by fax.

I thank you in advance for your important participation in this research. Once again I remind you that I will be upholding the principles of confidentiality.

Yours truly,

Mike Wallace

Respondent confidentiality assured

Windsor Home Phone Number: (519) 258-7044
Graduate Supervisor: Dr. James Weese
Office Phone Number: (519) 253-4232
Office Fax Number: (519) 973-7058

DEPARTMENT OF KINESIOLOGY
FACULTY OF HUMAN KINETICS

APPENDIX N
FOLLOW UP FAX

POST CARD FOLLOW-UP**YOUR RESPONSE IS CRITICAL**

Dear _____:

Last week an important package of research materials related to transformational leadership, organizational culture, and job satisfaction was forwarded to you. I trust it arrived safely. I've received many responses from other YMCA administrators to date!

To date I have not received your completed materials. If you have already returned your response and forwarded the subordinate packages on to the selected individuals, please accept my sincere thanks for your valuable assistance. If you have not, this note will serve as a friendly reminder to do so today.

Your response and those of your staff members are essential to my research.

If you did not receive the package, or it got misplaced, please call me immediately at 519-258-7044 or contact my advisor (Dr. Jim Weese at 519-253-4232 ext. 2460). I will be happy to forward you another package.

Thank you

Mike Waliace, c/o Faculty of Human Kinetics, University of Windsor, Windsor, Ontario N9B 3P4 (home) Phone: 519-256-8911

**PLEASE RESPOND TODAY IF YOU
HAVEN'T DONE SO ALREADY**

APPENDIX O
PRE PHASE TWO RESEARCH
STUDY LETTER

MEMO



Director's Name: _____
 Location: _____
 Fax Number: _____

RE: Leadership research - stage two data collection assistance

Dear _____:

I am writing to thank you for your prompt response to my request to have you and some of your staff members complete the instruments for my leadership study. You'll recall that I am studying the impact of visionary leaders on organizational culture and employee satisfaction within Canadian YMCA organizations. I am half way through my data collection procedures and analyses and the results look very promising. I know that you'll be delighted to receive the final copy of my study and the respective results for your administrative setting.

You will soon receive another package of research instruments along with precise instructions and the appropriate number of self-addressed, stamped envelopes. These questionnaires take very little time to complete (e.g., 3 minutes) yet they are essential to the study I'm conducting. This letter is to advise you that they are enroute and encourage you to have your staff participate.

In closing, I again thank you in advance for your assistance. Although I do not appear to be asking for much, your support of this research through your distribution of these questionnaires is greatly appreciated and critical to my study.

Thanks

P.S. You should receive your package in a few days

Further Information: Mike Wallace
 519-258-7044 (h)
 519-253-4232 (ext 2460) (o)
 519-973-7056 (fax)

APPENDIX P
PHASE TWO RESEARCH
CHIEF EXECUTIVE OFFICER
INSTRUCTIONAL LETTER

MEMO



Director's Name: _____
 Location: _____
 Street: _____
 City: _____ Prov: _____
 Code: _____

Dear _____:

You'll recall participating in an exciting leadership study this summer that originated out of the University of Windsor. This study is focused on the impact of visionary administrative leadership on organizational culture and employee satisfaction. I am half way through my data collection procedures and analyses and the results look very promising. I know that you'll be delighted to receive the final copy of my study and the respective results for your administrative setting.

As mentioned in my pre-survey letter forwarded to you recently, I am collecting the last segment of my data and I again need your brief assistance. The findings from the stage one data collection/analysis portion have identified you/your organization for further study.

Enclosed you will find a package of one-page questionnaires that only take three to five minutes to complete. In addition, I have provided a listing of the people/positions in your organization that I wish to survey. Each questionnaire is accompanied with a self-addressed, stamped envelope and my assurance of confidentiality. I've enclosed two additional questionnaires/self addressed, stamped envelopes for other administrative staff/positions that do not appear in the November '91 Personnel Directory. As you know, a final copy of the collective results along with any specific information on your setting will be forwarded to you in the Fall. It is my hope that this information will be a valuable resource for you and your staff members.

In closing, I again thank you in advance for your assistance. Although I do not appear to be asking for much, your support of this research through our distribution of these questionnaires is greatly appreciated and critical to my study.

Thanks

Further Information: Mike Wallace
 519-258-7044 (h)
 519-253-4232 (ext 2460) (o)
 519-973-7056 (fax)

APPENDIX Q
RESULTS OF PILOT STUDY

Pilot study for 17 YMCA organizations in Detroit

note: This pilot study is based on the information derived from three YMCA organizations who all completed and returned their forms to the researcher. A fourth YMCA organization completed all but two sections of their questionnaires and thus portions of their responses were duplicated to fill in blanks. The main purpose of this pilot study was to test the statistical procedures to be used in the thesis study. The available data was duplicated five times to simulate the actual study.

Code	LRQ	CUST	GOALS	TEAM	CHANGE	STRENG	SATIS
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24
	594	66	61	61	59	51	82
	595	74	65	69	62	63	91
	564	55	46	58	50	54	72
	456	30	22	22	26	32	24

594	66	61	61	59	51	82
595	74	65	69	62	63	91
564	55	46	58	50	54	72
456	30	22	22	26	32	24
594	66	61	61	59	51	82
595	74	65	69	62	63	91
564	55	46	58	50	54	72
456	30	22	22	26	32	24

LBQ = Leader Behavior Questionnaire

CUST = Customer Orientation

GOALS = Achieving Goals

TEAM = Team Work

Change = Managing Change

Streng = Cultural Strength

Satis = Employee Job Satisfaction

A = A YMCA organizational response

Statistics

Research Question #1

A Pearson product moment correlation test was used to determine if a significant relationship exists between the transformational leadership ratings of the administrative head and the organizational culture.

LBQ - Cust	$r = .97$	Prob = .001
LBQ - Goals	$r = .98$	Prob = .001
LBQ - Team	$r = .99$	Prob = .001
LBQ - Change	$r = .99$	Prob = .001
LBQ - Streng	$r = .92$	Prob = .001
LBQ - T Cul	$r = .98$	Prob = .001

Research Question # 2

A Spearman rho test was used to determine if a relationship exists between the transformational leadership ratings of the administrative head and employee satisfaction scores.

LBQ - Satis	$r = 1.0$	Prob = .000
-------------	-----------	-------------

Research Question #3

A MANOVA was used to determine if a significant difference exists between the organizational culture scores of organizations administered by high transformational leaders and organizational culture scores of organizations

administered by low transformational leaders.

Hi LBQ - Low LBQ on Cust	F = 39.51	Prob .0001
Hi LBQ - Low LBQ on Goals	F = 51.14	Prob .0001
Hi LBQ - Low LBQ on Team	F = 16.45	Prob .0007
Hi LBQ - Low LBQ on Change	F = 31.15	Prob .0001
Hi LBQ - Low LBQ on Streng	F = 11.24	Prob .0035
Hi LBQ - Low LBQ on T Cul	F = 27.26	Prob .0001

Research Question #4

A Non - Parametric ANOVA was used to determine if a significant difference exists between the employee satisfaction scores of organizations administered by the high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders.

Hi LBQ - Low LBQ on Satis	F = 22.37	Prob .0002
---------------------------	-----------	------------

Hypotheses and Decisions for Research Question One

1. Does a significant relationship exist between the transformational leadership ratings of the administrative head and the organizational culture scores?	
Hypothesis	Decision
H01 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational cultural scores.	REJECTED
H1 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational cultural scores.	ACCEPTED
H02 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational "culture strength" scores.	REJECTED
H2 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational "culture strength" scores.	ACCEPTED
H03 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational "customer orientation" scores.	REJECTED
H3 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational "customer orientation" scores.	ACCEPTED
H04 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational "coordinated teamwork" scores.	REJECTED

cont'd

H4 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational "coordinated teamwork" scores.	ACCEPTED
H05 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational "managing change" scores.	REJECTED
H5 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational "managing change" scores.	ACCEPTED
H06 - There is no significant relationship between the transformational leadership ratings of administrative heads and organizational "achieving goals" scores.	REJECTED
H6 - There is a significant relationship between the transformational leadership ratings of administrative heads and organizational "achieving goals" scores.	ACCEPTED

Hypothesis and Decision for Research Question Two

-
2. Does a significant relationship exist between the transformational leadership ratings of the administrative head and employee satisfaction scores?

Hypothesis

Decision

H07 - There is no significant relationship between the transformational leadership ratings of administrative heads and employee satisfaction scores.

REJECTED

H7 - There is a significant relationship between transformational leadership ratings of administrative heads and employee satisfaction scores.

ACCEPTED

Hypotheses and Decisions for Research Question Three

3. Does a significant difference exist between the organizational culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders?

Hypothesis	Decision
H08 - There is no significant difference between the culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders.	REJECTED
H8 - There is a significant difference between the culture scores of organizations administered by high transformational leaders and the organizational culture scores of organizations administered by low transformational leaders.	ACCEPTED
H09 - There is no significant difference between the "culture strength" scores of organizations administered by high transformational leaders and the "culture strength" scores of organizations administered by low transformational leaders.	REJECTED
H9 - There is a significant difference between the "culture strength" scores of organizations administered by high transformational leaders and the "culture strength" scores of organizations administered by low transformational leaders.	ACCEPTED
H010- There is no significant difference between the "customer orientation" scores of organizations administered by high transformational leaders and the "customer orientation" scores of organizations administered low transformational leaders.	REJECTED

cont'd

H10 - There is a significant difference between the "customer orientation" scores of organizations administered by high transformational leaders and the "customer orientation" scores of organizations administered by low transformational leaders. ACCEPTED

H011- There is no significant difference between the "coordinated team work" scores of organizations administered by high transformational leaders and the "coordinated team work" scores of organizations administered by low transformational leaders. REJECTED

H11 - There is a significant difference between the "coordinated team work" scores of organizations administered by high transformational leaders and the "coordinated team work" scores of organizations administered by low transformational leaders. ACCEPTED

H012- There is no significant difference between the "managing change" scores of organizations administered by high transformational leaders and the "managing change" scores of organizations administered by low transformational leaders. REJECTED

H12 - There is a significant difference between the "managing change" scores of organizations administered by high transformational leaders and the "managing change" scores of organizations administered by low transformational leaders. ACCEPTED

H013- There is no significant difference between the "achieving goals" scores of organizations administered by high transformational leaders and the "achieving goals" scores of organizations administered by low transformational leaders. REJECTED

H13 - There is a significant difference between the "achieving goals" scores of organizations administered by high transformational leaders and the "achieving goals" scores of organizations administered by low transformational leaders. ACCEPTED

Hypothesis and Decision for Research Question Four

4. Does a significant difference exist between the employee satisfaction scores of organizations administered by the high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders?

Hypothesis

Decision

H014- There is no significant difference between the employee satisfaction scores of organizations administered by high transformational leaders and the employee satisfaction scores of organizations administered by low transformational leaders.

REJECTED

H14 - There is a significant difference between the employee satisfaction scores of organizations administered by high transformational leaders and employee satisfaction scores of organizations administered by low transformational leaders.

ACCEPTED

VITA AUCTORIS

Name: Michael Anthony Wallace

Birth: Sarnia, Ontario, Canada
August, 21, 1967

Education: Sarnia Collegiate Institute
and Technical School,
Sarnia, Ontario, 1986

Bachelor of Human Kinetics
(Sport Administration)
University of Windsor,
Windsor, Ontario, 1990

Master of Human Kinetics
(Sport Administration)
University of Windsor,
Windsor, Ontario, 1993